



# **Elementary Literacy Assessment Guidelines**



**August 2010**

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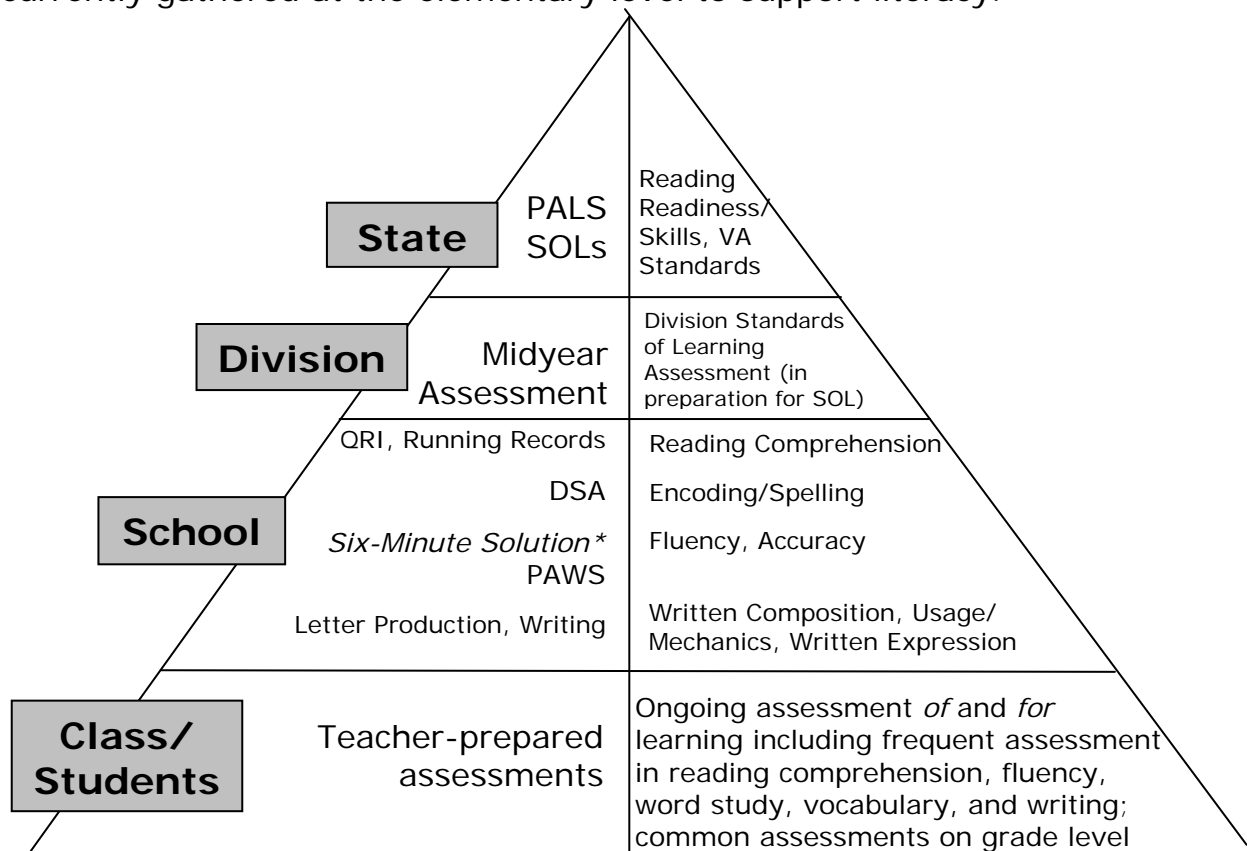
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# PURPOSE

These guidelines were developed in order to articulate clear expectations for Language Arts assessments. In response to requests for more consistency and guidance in this area, Elementary Language Arts Vertical Team Members along with classroom teachers, collaborated to incorporate feedback into these Elementary Literacy Assessment Guidelines. **Please contact your school's Language Arts Vertical Team Member**, the school division's Language Arts Vertical Team Facilitator, or the Title I Coordinator for questions or comments related to Language Arts assessments.

## A Tiered Perspective of Literacy Assessments in ACPS

By using a tiered assessment model, we are able to examine student learning at the state, division, school, and classroom/individual level. As we guide student instruction based on data, our goal is to ensure that all students reach benchmarks that will allow for life-long learning through reading and writing. The following model represents the collection of data currently gathered at the elementary level to support literacy.






**Grade Level Requirements:**  
Assessment and Benchmark Information

# Preschool

	<i>Fall</i>		<i>Winter</i>	<i>Spring</i>
	Sept.	Oct.	Nov. – Apr.	May/June
<b>Pre-K</b>		PALS	Ongoing Observations of Students	PALS

*The chart below reflects the progress of child development in the context of good instruction. The sequence is accurate, but the time varies by child. This instruction and experiences occur throughout the day, especially during student work choice time, or centers.*

<b>ACPS Benchmarks for “On Grade Level” Literacy Performance</b>			
<b>Preschool</b>	<b>1<sup>st</sup> Quarter</b>		<b>4<sup>th</sup> Quarter</b>
<b>Listening</b>	Listens with increasing attention to conversations and stories read aloud <ul style="list-style-type: none"> <li>Understanding what is read and said</li> </ul>		
<b>Oral Fluency &amp; Speaking</b>	Engages in (initiates and responds) reciprocal conversations (student-student; student-adult)  Automatic naming of items such as: <ul style="list-style-type: none"> <li>classmates’ names</li> <li>familiar objects, in real objects, and pictures</li> </ul> Sings songs and recites nursery rhyme  Beginning to build automaticity in letter names and sounds		
<b>Reading</b>	Listens to and engages in Modeled and Shared/ Dialogic (Interactive) Reading <ul style="list-style-type: none"> <li>Students act out/retell stories read aloud</li> <li>Making and confirming predictions, etc...</li> </ul> Develops Book and Print Awareness (turning pages, tracks left-to-right, identifies where to start reading – words versus pictures, identifies cover and title)  Manipulates sounds/ Phonological Awareness (listening, especially to rhyme, alliteration) <ul style="list-style-type: none"> <li>Matching, segmenting, blending, and deleting sounds</li> <li>Discriminating between sounds</li> <li>Identifying sounds</li> </ul> Participates in Early Emergent Guided Reading (matches spoken word to print)		
<b>Writing</b>	Talks about a drawing (a representation of ideas)  Experiments with letter-like shapes, symbols, and letters  Begins to use letters to convey meaning <ul style="list-style-type: none"> <li>Writes own name from memory</li> <li>Writes left to right</li> <li>Writes beginning and ending sounds to describe their drawings (uses temporary spelling or “kid print” instead of “book print”)</li> </ul>		

# Kindergarten

	<i>Fall</i>			<i>Winter</i>			<i>Spring</i>		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
<b>Kindergarten</b>		PALS			PALS (As Required)				PALS
	Letter Production			Letter Production (As Needed)			Letter Production (As Needed)		
				Rigby			Rigby (As Needed)		
				PAWS			PAWS (As Needed)		
				<i>Writing (BAW:</i> Unit 2, Week 9 Writing about an animal)			<i>Writing (BAW:</i> Unit 4, Week 2 Nonfiction; Writing about your partner)		

<b>ACPS Benchmarks for “On Grade Level” Literacy Performance</b>				
<b>Kinder- garten</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Reading</b>	Early Emergent	Early-Mid Emergent	Mid-Late Emergent	Late Emergent- Early Beginner
		Rigby 1-2	Rigby 3-4	Rigby 5-6
	GRL A	GRL B	GRL C	GRL D
<b>Fluency</b>			PAWS 10/50	PAWS 20/50
<b>Word Study</b>		Initial Consonants	Initial and Final Consonants	Mastery of initial and final consonants, “use but confuse” short vowels
<b>Writing</b>	Letter Production	Letter Production (24/26)	Letter Production (As Needed)	
	1-2	2-3	2-3	3-4
	<ul style="list-style-type: none"> <li>Writes letters from memory</li> <li>Writes left to right</li> <li>Draws recognizable picture</li> </ul>	<ul style="list-style-type: none"> <li>Writes letters from memory</li> <li>Labels with beginning sounds</li> <li>“Rereads” own work</li> </ul>	<ul style="list-style-type: none"> <li>Writes letters from memory</li> <li>Writes a complete sentence with support</li> </ul>	<ul style="list-style-type: none"> <li>Use the Kindergarten Writing Rubric to score sample</li> </ul>

## First Grade

	Fall			Winter			Spring		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
1 <sup>st</sup>	PALS (As Required) or Rigby		PALS (As Required) or Rigby				PALS Rigby (As Needed)		
	DSA			DSA			DSA		
	←		←	←	PAWS (As Needed)		→	→	→
							Fluency (“Dogs”)		
	Writing (BAW: Unit 1, Week 5 - My Friend and I Like to... stories)			Writing (BAW: Unit 3, Week 1 Writing about a fun time)			Writing (BAW: Unit 5, Week 2 Nonfiction; Writing about a classmate)		

<b>ACPS Benchmarks for "On Grade Level" Literacy Performance</b>				
<b>First Grade</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Reading</b>	Early-Beginner	Mid Beginner	Late Beginner	Late Beginner
	Rigby 7-8	Rigby 9-11	Rigby 12-14	Rigby 15-16
	GRL E	GRL F, G	GRL H	GRL I
<b>Fluency</b>	PAWS 30/150	PAWS 60/150	PAWS 100/150	60 CWPM <i>Six-Minute Solution</i> passage, "Dogs"  PAWS 130/150
<b>Word Study</b>	<u>Early LN 5-11</u> Mastery of initial and final consonants and short vowels	LN 9-15	LN 16-21	<u>Late LN 22-25</u> Mastery of short vowels, blends and digraphs, use silent e
<b>Writing</b>	2-3	2-3	3-4	3-4

## Second Grade

	Fall			Winter			Spring		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
2nd	PALS (As Required) or Rigby/QRI		PALS (As Required) Running Records (As Needed)				PALS (As Required) or Rigby/QRI		
	DSA			DSA			DSA		
	PAWS (If 1 <sup>st</sup> grade benchmark was not met)								
	Fluency (“How to be a Good Citizen”)			Fluency (“How to be a Good Citizen”) (As Needed)					
	Writing (BAW: Unit 1 Week 7 - Published Piece - Telling More)			Writing (BAW: Unit 3 Published Piece - Fiction)			Writing (BAW: Unit 5 Published Piece - Friendly Letter)		

<b>ACPS Benchmarks for "On Grade Level" Literacy Performance</b>				
<b>Second Grade</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Reading</b>	Early Advanced Beginner	Mid- Advanced Beginner	Late Advanced Beginner	Late Advanced Beginner
	Rigby 17	Rigby 18-20	Rigby 21	Rigby 22
	GRL J	GRL K	GRL L	GRL M
	Instructional 2 <sup>nd</sup> Grade PALS or QRI	Instructional 2 <sup>nd</sup> Grade PALS or QRI	Instructional 2 <sup>nd</sup> Grade PALS or QRI	<b>Independent 2<sup>nd</sup> Grade on PALS or *QRI Reserved passage</b>
<b>Fluency</b>	60 CWPM <i>Six-Minute Solution</i> passage, "How to be a Good Citizen"	60-70 CWPM <i>Six-Minute Solution</i> passage, "How to be a Good Citizen"	70-80 CWPM <i>Six-Minute Solution</i> passage, "How to be a Good Citizen"	80 CWPM <i>Six-Minute Solution</i> passage, "How to be a Good Citizen"
<b>Word Study</b>	<u>LN 22-25</u> , Mastery of short vowels, blends and digraphs, use silent e	LN 25/ WW 4-8	LN 25/ WW 8-12	<u>LN 25/</u> <u>WW 10-15</u> Mastered silent e & other common long vowel patterns, use r-controlled vowels
<b>Writing</b>	2-3	2-3	3-4	3-4

- ❖ Note: An independent reader on QRI equals:  
Word Recognition in Context (Accuracy)/Independent + Comprehension Score/Instructional Reserved Passage: "What Can I Get For My Toy?"



## Third Grade

	<i>Fall</i>			<i>Winter</i>			<i>Spring</i>		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
3rd	QRI			QRI repeated as needed					
			←	←	←	Running Records		→	→
				Reading Midyear (Released SOL 2009 via SchoolNet)					Reading SOL
	DSA			DSA			DSA		
	PALS*								
	Fluency ( <i>"Right to Read"</i> )			Fluency ( <i>"Right to Read"</i> ) (as needed)					
	Writing (BAW: Unit 2 week 3 Published Piece)			Writing (BAW: Genre Unit Published Piece)			Writing (BAW: Genre Unit Published Piece)		

ACPS Benchmarks for "On Grade Level" Literacy Performance				
Third Grade	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Reading</b>	Early-Mid Transitional	Mid-Transitional	Late Transitional	Early Intermediate
	Rigby 23-24	Rigby 24	Rigby 25	Rigby 26
	GRL N	GRL O	GRL P	GRL Q
	Instructional 3 <sup>rd</sup> Grade PALS or QRI	Instructional 3 <sup>rd</sup> Grade PALS or QRI	Instructional 3 <sup>rd</sup> Grade QRI	<b>Independent 3<sup>rd</sup> Grade on *QRI Reserved Passage</b>
<b>Fluency</b>	80 CWPM <i>Six-Minute Solution</i> passage, "Right to Read"	80-90 CWPM <i>Six-Minute Solution</i> passage, "Right to Read"	90-100 CWPM <i>Six-Minute Solution</i> passage, "Right to Read"	100 CWPM <i>Six-Minute Solution</i> passage, "Right to Read"
<b>Word Study</b>	LN 25/WW 10-15 Mastered silent e & other common long vowel patterns, use r-controlled vowels	WW 12-18	WW 15-22	WW 20-25 Mastered diphthongs, (such as oi and oy), use homophones
<b>Writing</b>	2-3	2-3	3-4	3-4

- ❖ Note: An independent reader on QRI equals:  
Word Recognition in Context (Accuracy)/Independent + Comprehension Score/Instructional Reserved Passage: *"The Friend"*

## Fourth Grade

	Fall			Winter			Spring		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
4 <sup>th</sup>	QRI			QRI repeated as needed					
			←	←	←	Running Records		→	→
				Reading Midyear (Released SOL 2009 via SchoolNet)					Reading SOL
	DSA			DSA			DSA		
	Fluency (“Babbons”)			Fluency (“Babbons”) (As Needed)					
	Writing (BAW: Unit 2, Week 3 Published Piece)			Writing (BAW: Genre Unit Published Piece)			Writing (BAW: Genre Unit Published Piece)		

<b>ACPS Benchmarks for "On Grade Level" Literacy Performance</b>				
<b>Fourth Grade</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Reading</b>	Early-Mid Intermediate	Early-Mid Intermediate	Mid-Intermediate	Mid-Late Intermediate
	Rigby 26-27	Rigby 27	Rigby 28	Rigby 29
	GRL Q-R	GRL R	GRL S	GRL T
	Instructional 4 <sup>th</sup> Grade QRI	Instructional 4 <sup>th</sup> Grade QRI	Instructional 4 <sup>th</sup> Grade QRI	<b>Independent 4<sup>th</sup> Grade on *QRI Reserved Passage</b>
<b>Fluency</b>	100 CWPM <i>Six-Minute Solution</i> passage, "Baboons"	100-110 CWPM <i>Six-Minute Solution</i> passage, "Baboons"	110-120 CWPM <i>Six-Minute Solution</i> passage, "Baboons"	120 CWPM <i>Six-Minute Solution</i> passage, "Baboons"
<b>Word Study</b>	<u>WW 20-25</u> Mastered diphthongs (such as oi and oy), use homophones	WW 22-25/ SJ 6-12	WW 25/ SJ 8-18	<u>WW 25/SJ 10-23</u> Mastered stressed vs. unstressed syllables, vowel correct in stressed, drop e for doubling or just adding inflected endings, plurals and possessives, double correctly at syllable juncture to maintain short vowel sound
<b>Writing</b>	2-3	2-3	3-4	3-4

- ❖ Note: An independent reader on QRI equals:  
Word Recognition in Context (Accuracy)/Independent + Comprehension Score/Instructional Reserved Passage: "Amelia Earhart"

## Fifth Grade

	Fall			Winter			Spring		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
5 <sup>th</sup>	QRI			QRI repeated as needed					
			←	←	←	Running Records		→	→
				Reading Midyear (Released SOL 2008 via SchoolNet)				Reading SOL	
	DSA			DSA			DSA		
	Fluency (“Bones”)			Fluency (“Bones”) (As Needed)					
	Writing (BAW: Unit 2, Week 3 Published Piece)			Writing <ul style="list-style-type: none"><li>Released SOL Prompt from 2009 (score using state rubric)</li><li>Teach BAW Prompt Unit</li><li>Writing SOL Test</li></ul>			Writing (BAW: Genre Unit Published Piece)		

<b>ACPS Benchmarks for "On Grade Level" Literacy Performance</b>				
<b>Fifth Grade</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Reading</b>	Mid-Late Intermediate	Mid-Late Intermediate	Late Intermediate	Late Intermediate
	Rigby 29-30	Rigby 30	Rigby 30	Rigby 30
	GRL T-U	GRL T-U	GRL U-V	GRL U-V
	Instructional 5 <sup>th</sup> Grade QRI	Instructional 5 <sup>th</sup> Grade QRI	Instructional 5 <sup>th</sup> Grade QRI	<b>Independent 5<sup>th</sup> Grade on *QRI Reserved Passage</b>
<b>Fluency</b>	120 CWPM <i>Six-Minute Solution</i> passage, "Bones"	120-130 CWPM <i>Six-Minute Solution</i> passage, "Bones"	130-140 CWPM <i>Six-Minute Solution</i> passage, "Bones"	140 CWPM <i>Six-Minute Solution</i> passage, "Bones"
<b>Word Study</b>	<u>WW 25/</u> <u>SJ 10-23</u> Mastered stressed vs unstressed syllables, vowel correct in stressed, drop e for doubling or just adding inflected endings, plurals & possessives, double correctly at syllable juncture to maintain short vowel sound	SJ 13-25	SJ 18-25/ DC 2-10	<u>SJ 22-25/</u> <u>DC 5-15</u> Mastered vowel patterns, Using Greek & Latin roots, extending vocabulary
<b>Writing</b>	2-3	2-3	3-4	3-4

- ❖ Note: An independent reader on QRI equals:  
Word Recognition in Context (Accuracy)/Independent + Comprehension Score/Instructional Reserved Passage: "Margaret Mead"

## Timing Your Yearly Literacy Assessments

This timeline should be used to pace classroom assessments to meet individual student and instructional needs. This is a minimum guideline: ***Keep in mind that more frequent, targeted assessments to monitor progress are essential in planning for students not meeting benchmarks.***

	Fall			Winter			Spring		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
Pre-K		PALS							PALS
Kindergarten		PALS				PALS (As Required)			PALS
	Letter Production			Letter Production (As Needed)			Letter Production (As Needed)		
			Rigby				Rigby (As Needed)		
					PAWS		PAWS (As Needed)		
				Writing (BAW: Unit 2, Week 9 Writing about an animal)			Writing (BAW: Unit 4, Week 2 Nonfiction; Writing about your partner)		
1 <sup>st</sup>	PALS (As Required) or Rigby		PALS (As Required) or Rigby				PALS Rigby (As Needed)		
	DSA			DSA			DSA		
	←   ←   ←   PAWS (as needed)   →   →   →								
							Fluency (“Dogs”)		
	Writing (BAW: Unit 1, Week 5 My Friend and I Like to... stories)			Writing (BAW: Unit 3, Week 1 Writing about a fun time)			Writing (BAW: Unit 5, Week 2 Nonfiction; Writing about a classmate)		
2 <sup>nd</sup>	PALS (As Required) or Rigby/QRI		PALS (As Required) Running Records (As Needed)				PALS (As Required) or Rigby/QRI		
	DSA			DSA			DSA		
	PAWS (If 1 <sup>st</sup> grade benchmark was not met)								
	Fluency (“How to be a Good Citizen”)			Fluency (“How to be a Good Citizen”) (as needed)					
	Writing (BAW: Unit 1 Week 7 Published Piece - Telling More)			Writing (BAW: Unit 3 Published Piece - Fiction)			Writing (BAW: Unit 5 Published Piece - Friendly Letter)		

- As Required – Per State Mandate (See PALS website for testing windows)
- As Needed – If student has not met the end of year benchmark.

## Timing Your Yearly Literacy Assessments

This timeline should be used to pace classroom assessments to meet individual student and instructional needs. This is a minimum guideline: ***Keep in mind that more frequent, targeted assessments to monitor progress are essential in planning for students not meeting benchmarks.***

	Fall			Winter			Spring		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
3 <sup>rd</sup>	QRI			QRI repeated as needed					
			← ← ← Running Records → → →						
				Reading Midyear (Released SOL 2009 via SchoolNet)					Reading SOL
	DSA			DSA			DSA		
	PALS*								
	Fluency ("Right to Read")			Fluency ("Right to Read") (As Needed)					
	Writing (BAW: Unit 2 week 3 Published Piece)			Writing (BAW: Genre Unit Published Piece)			Writing (BAW: Genre Unit Published Piece)		
4 <sup>th</sup>	QRI			QRI repeated as needed					
			← ← ← Running Records → → →						
				Reading Midyear (Released SOL 2009 via SchoolNet)					Reading SOL
	DSA			DSA			DSA		
	Fluency ("Baboons")			Fluency ("Baboons") (As Needed)					
	Writing (BAW: Unit 2, Week 3 Published Piece)			Writing (BAW: Genre Unit Published Piece)			Writing (BAW: Genre Unit Published Piece)		
5 <sup>th</sup>	QRI			QRI repeated as needed					
			← ← ← Running Records → → →						
				Reading Midyear (Released SOL 2008 via SchoolNet)					Reading SOL
	DSA			DSA			DSA		
	Fluency ("Bones")			Fluency ("Bones") (As Needed)					
	Writing (BAW: Unit 2, Week 3 Published Piece)			Writing <ul style="list-style-type: none"><li>Released SOL Prompt from 2009 (score using state rubric)</li><li>Teach BAW Prompt Unit</li><li>Writing SOL Test</li></ul>			Writing (BAW: Genre Unit Published Piece)		

- PALS – Students new to Virginia and/or students that received summer intervention.

## ACPS: Comparing Literacy Tools

ACPS Grade Level	ASPIRE	Guided Reading Level (Fountas/ Pinnell)	PALS/ QRI / Basal	Rigby PM Benchmark
Kindergarten	Early Emergent	A	Readiness	1
	Early-Mid Emergent	B	Readiness	2
	Mid-Late Emergent	C	Pre-primer 1 (A)	3 4
	Early Beginner	D	Pre-primer 2 (B)	5 6
First grade	Early Beginner	E	Pre-primer 3 (C)	7 8
	Mid Beginner	F	Primer (1.1)	9
		G		10
				11
	Late Beginner	H	Grade 1 (1.2)	12
		I		13 14 15 16
Second grade	Early Advanced Beginner	J	Grade 2 (2.1)	17
	Mid Advanced Beginner	K	Grade 2 (2.1)	18 19 20
	Late Advanced Beginner	L	Grade 2 (2.2)	21
	Late Advanced Beginner	M	Grade 2 (2.2)	22
Third grade	Early-Mid Transitional	N	Grade 3	23
	Mid-Transitional	O	Grade 3	24
	Late Transitional	P	Grade 3	25
	Early Intermediate	Q	Grade 3	26
Fourth grade	Early-Mid Intermediate	Q-R	Grade 4	26-27
	Early-Mid Intermediate	R	Grade 4	27
	Mid Intermediate	S	Grade 4	28
	Mid-Late Intermediate	T	Grade 4	29
Fifth grade	Mid-Late Intermediate	T-U	Grade 5	29-30
	Late Intermediate	U	Grade 5	30
	Late Intermediate	V-W	Grade 5	
	Late Intermediate	W	Grade 5	
Beyond 5 <sup>th</sup> +	Proficient	X-Z	5+	



## Reading

The following pages contain a menu of items you may *choose* to use when administering a running record. These resources are intended to support and/or supplement what you may already have in your literacy toolkit. They can be used with any instructional level text that your student may currently be working in. \*To find the book's reading level try the Quick Search feature of the Scholastic Book Wizard <http://bookwizard.scholastic.com/tbw/homePage.do>

Included in this section:

- Running Record: Teacher Instructions
- Symbols and Marking Conventions
- Identifying Cueing Systems
- Running Record Recording Sheet with Miscue Analysis
- Running Record Recording Sheet – 10x10 Grid
- Comprehension Strategy Use Interview
- Comprehension Strategy Use Rubrics
- General Reading Rubric

# Running Record

## Teacher Instructions

### Materials:

- Student copy of instructional level text\*
- Running Record Recording Sheet
- Timer (optional)

### Directions for Administration:

1. With the running record recording sheet in hand, sit next to the student so that you can see the text and observe the student's reading behaviors.
2. Say something like, "I'd like you to read out loud from this book/passage. As you read, I will follow along and take notes. Read at a normal rate. Continue reading until I ask you to stop." If you plan to ask questions from the *Strategy Use Interview*, also say, "Think about what you are reading and thinking as you read. I will ask you some questions about the story/passage and your thinking afterwards." If you are assessing a particular strategy you can let the student know. For example if you plan to ask the "Asks Questions" questions from the interview, you might say, "After you have finished reading, I will ask you to tell me about the questions you had while reading."
3. If you are timing the reading, start the timer when the student begins reading.
4. As the student reads, mark each word on the running record form. See *Running Record Symbols and Marking Conventions* for suggested symbols. Stop marking after the student has read 100-250 words or once the grid is full if using that particular recording sheet.
5. If you are timing the student, stop the timer once you stop tracking the reading.
6. If the student is reading too fast for you to record the running record, ask him to pause until you catch up.
7. Intervene as little as possible while the student is reading.
8. If the student is stuck and unable to continue, wait 5 to 10 seconds, then tell him the word.
9. If the student skips an entire line of text, stop him and ask him to read from where he lost track. Count the missed line as one error. Any errors made when the line is actually read are counted accordingly.
10. The student should continue reading until a logical stopping place is reached. This might be the end of a paragraph or page. If you plan to use the *Strategy Use Interview*, consider which questions you plan to ask and use that to determine a good stopping point.
11. If applicable, ask some of the *Strategy Use Interview* questions.

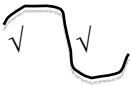
### Directions for Scoring:

1. Count the total number of words read. It's 100 words if you used the Grid form. Calculate the accuracy: (total words read – errors)/total words read.
2. Calculate the fluency rate as words per minute.
3. For each error and self-correction, note which cueing system(s) the student used. See *Identifying Cueing Systems* for information on how to analyze miscues. (Optional)
4. On the Oral Reading Fluency chart circle the level that corresponds with the student's fluency. (Optional)
5. Use the *Comprehension Strategy Use* rubric that corresponds to the interview questions you asked. Write the date under the number that corresponds to the statement that best reflects the student's responses to all three questions. (Optional)
6. Rather than the scoring measures described in bullets 3-5, the *General Reading Rubric* may be used for a more holistic assessment of the reading.

\* To find the book's reading level try the Quick Search feature of the Scholastic Book Wizard  
<http://bookwizard.scholastic.com/tbw/homePage.do>



## Reading Running Record Symbols and Marking Conventions

Reading Behavior	Convention	Marking	Scoring
Text example: The brown dog...			
Accurate word reading	✓ check mark for each correctly read word	✓   ✓   ✓	
Substitutions	Write each word attempted above the actual word	✓ <u>brave</u> ✓ brown	One error
Omission	—— long dash above the omitted word	✓ <u>      </u> ✓ brown	One error
Insertion	Λ caret before the extra word	✓ ^little ✓   ✓	One error
Repetition of one word	R (one repetition) R2 (two repetitions) R3 (three repetitions)	✓   ✓R   ✓ brown	No error
Repetition of phrase	R with line and arrow to the point where the reader returned to repeat	✓   ✓   ✓ ←—— R	No error
Self- correction	SC after the error to indicate corrected error	✓ <u>brave/SC</u> ✓ brown	No error
Unable to read word – word told	Write T above the word if you tell the student the word	✓ <u>T</u> ✓ brown	One error
Reversal of words	Mark with a wavy line	✓  ✓	One error

## Identifying Cueing Systems

Cueing systems refers to the three cues students use to act upon text in order to make sense of it. These systems may be used independently or in conjunction with one another. When you administer running records, you can analyze cuing systems for both errors and self-corrections. The three cues are:

### Meaning (M)

Did the meaning of the text have an impact on the student's reading? Meaning is part of the cueing system in which the reader takes his or her cue to make sense of text by thinking about the story background, information from pictures, or the meaning of a sentence. These cues assist in the reading of a word or phrase.





### Structure (S) □

Did the student read the sentence in a grammatical and linguistically reasonable manner? In other words, does it make sense as a sentence in English? If there was a substitution, for example, did he or she substitute a proper part of speech? Structure refers to the structure of language and is often referred to as syntax. Implicit knowledge of structure helps the reader know if what he or she reads sounds correct.

### Visual (V) □

This is also called grapho-phonetic (sound-symbol matches) information. What did the word look like? Did the student look at the word and make an attempt based on how it appears? Did he or she use a beginning or ending letter? A cluster of letters? Visual information is related to the look of the letters in a word and the word itself. A reader uses visual information when he or she studies the beginning sound, word length, familiar word chunks, etc.

### Examples

Text	Student Reads	Running Record	Error MSV
She has a tan horse.	She has a tan pony.	√ √ √ √ <u>pony</u> horse	  V
She has a tan horse.	She has a tan house.	√ √ √ √ <u>house</u> horse	M  

### Implications for Instruction

What cueing system(s) did the student rely on when making errors?

What crosschecking cueing system might have been used to prevent or correct the errors?

## Running Record Recording Sheet with Miscue Analysis

Student: \_\_\_\_\_

Text Level \_\_\_\_\_

Administered by: \_\_\_\_\_

Date \_\_\_\_\_

Page(s)	Text Title & Genre _____	E	SC	E MSV	SC MSV

### Accuracy Rate

(# words read \_\_\_\_\_ x 60) ÷ \_\_\_\_\_ time in seconds = \_\_\_\_\_ WPM

### Accuracy

(Number of Words Read – Errors)/Number of Words Read		
	98-100%	Independent
	90-97%*	Instructional
	< 90%	Frustration

\* 90-92% is marginal; consider other factors.

### Oral Reading Fluency

<b>Fluent</b>	<b>Level 4</b>	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author's syntax is consistent. Most of the text is read with expressive interpretation.
	<b>Level 3</b>	Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text.
<b>Non fluent</b>	<b>Level 2</b>	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue.
	<b>Level 1</b>	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation.

## Running Record Recording Sheet – 10x10 Grid

Student: \_\_\_\_\_

Text Level \_\_\_\_\_

Text Title/Author/Genre: \_\_\_\_\_

Date \_\_\_\_\_


Time: \_\_\_\_ min.: \_\_\_\_ sec.

**Accuracy Rate** (# words read \_\_\_\_\_ x 60) ÷ \_\_\_\_\_ time in seconds =  
\_\_\_\_\_ WPM

### Accuracy

(Number of Words Read – Errors)/Number of Words Read		
	98-100%	Independent
	90-97%*	Instructional
	< 90%	Frustration

\* 90-92% is marginal; consider other factors.

### Miscue Summary

Errors			Self Corrections		
M	S	V	M	S	V

### Oral Reading Fluency

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<b>Non fluent</b>	<b>Level 2</b>	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue.
	<b>Level 1</b>	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation.

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study

## Comprehension Strategy Use Interview

Adapted from *Mosaic of Thought*; Keene, Goudvis, Schwartz (1995)

These interview questions shed light on student thinking about and understanding of text. They can be used to pre-assess a strategy prior to teaching it or anytime after a strategy has been introduced and modeled to determine how students are applying it to independent or instructional text. When using these questions as part of a Running Record, consider limiting the interview to one or a couple of comprehension strategies based on alignment with your instruction. Written responses may be used instead of oral, particularly if your students have experience with writing about their thinking when reading.

Rubrics are included to score student responses. The score (actual number) is not as important as the description the score represents. The information gleaned from the interview will tell you if the student needs more modeling and guided practice with a strategy.

### Uses Schema/Makes Connections:

1. When you read that story did it remind you of anything you know about? What? Why did it remind you of that?  
(If no response) Did it remind you of any experiences or things that have happened?
2. Are there things you know about or things in your life that help you to understand this book?
3. We have just discussed what this book reminds you of. (Restate student's response)  
What do you understand now that you didn't understand before?

### Infers:

*Select an event or fact that would call for a conclusion or interpretation. Refer to the event or fact when asking questions under number 2 below.*

1. (For narrative text) Can you predict what is about to happen? Why did you make that prediction? Can you point to something in the book that helped you make that prediction?
2. What did the author mean by "\_\_\_\_\_"? What in the story helped you to know that? What do you already know that helped you to decide that?
3. We have just discussed predicting and inferring. (Restate the student's response) What do you understand now that you didn't understand before?

### Asks Questions:

1. What did you wonder about (or question) while you were reading this story?
2. What questions do you have about this book now? (or wonder about now?)
3. We have just discussed the questions you asked. (Restate student's response)  
What do you understand now that you didn't understand before?

### Determines Importance in Text:

1. Are there some parts of this story that are more important than others? Which ones? Why do you think they were the most important?
2. What do you think the author (name the author) thought was most important so far in this story? Why do you think so?
3. We have just discussed important parts of the story. (Restate student's response)  
What do you understand now that you didn't understand before?

**Monitors Comprehension / Uses Appropriate Fix-Up Strategies**

1. Did you have any problems while you were reading this story? What could you do to solve the problem?
2. When you are reading other stories what kinds of problems do you have? What are all the ways you solve the problems?
3. We have just discussed problems you have (Restate student's response).  
What do you understand now that you didn't understand before?

**Visualizes and Creates Mental Images While Reading:**

1. When you were reading this story did you make any pictures or images in your head? Tell me everything you can about that picture or image you made while you were reading just now.  
Do the pictures or images that you just told me about help you to understand the story better? How?
2. (If no response) Can you think of a story where you made your own pictures or images in your head? Tell me everything you can about that picture or image.  
Do those pictures or images help you understand the story better? How?
3. We have just discussed the pictures or images you make in your head. (Restate student's response)  
What do you understand now that you didn't understand before?

## Comprehension Strategy Use Rubrics

Adapted from *Mosaic of Thought*; Keene, Goudvis, Schwartz (1995)

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

<b>Uses Schema/Makes Connections</b>	<b>1</b> No response. OR Can talk about what text reminds him of, but cannot explain; reference to schema may not be clearly connected to text	<b>2</b> Relates background knowledge/ experience to text	<b>3</b> Expands interpretation of text using schema (background knowledge/ experience); may discuss schema related to author, text structure; may pose questions based on apparent discrepancies between text and background knowledge	<b>4</b> Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text
	Dates:			
<b>Infers</b>	<b>1</b> No response. OR Attempts a prediction or conclusion, inaccurate or unsubstantiated with text information.	<b>2</b> Draws conclusions or makes predictions that are consistent with text or schema.	<b>3</b> Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction in text.	<b>4</b> Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs and that enhance the overall meaning of the text, make it more memorable to the reader.
	Dates:			
<b>Asks Questions</b>	<b>1</b> No response. OR Poses literal question(s) that relate to the text.	<b>2</b> Poses questions to clarify meaning.	<b>3</b> Poses questions to enhance meaning of text (critical response; big idea), may explain how posing questions deepens comprehension.	<b>4</b> Uses questions to challenge the validity of print, author's stance/motive or point of view and to enhance understanding of the text, questions may be rhetorical and would lead to interesting discussion.
	Dates:			

## Comprehension Strategy Use Rubrics – continued

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

	<p style="text-align: center;"><b>1</b></p> <p>No response. OR Identifies some elements (primarily pictures) as more important to text meaning – isn't sure why they are important to overall meaning.</p>	<p style="text-align: center;"><b>2</b></p> <p>Identifies at least one key concept, idea, or theme as important in overall text meaning, clearly explains why.</p>	<p style="text-align: center;"><b>3</b></p> <p>Identifies words, characters, and/or events as more important to overall meaning -- makes some attempt to explain reasoning – in expository text, uses text features such as bold print and captions to identify importance, can explain why the concepts are important.</p>	<p style="text-align: center;"><b>4</b></p> <p>Identifies multiple ideas or themes, may attribute them to different points of view, discusses author's stance or purpose and its relation to key themes and ideas in the text.</p>
	Dates:			
<p style="text-align: center;"><b>Monitors</b></p> <p style="text-align: center;"><b>Comprehension</b></p> <p style="text-align: center;"><b>Uses Fix-up</b></p> <p style="text-align: center;"><b>Strategies</b></p>	<p style="text-align: center;"><b>1</b></p> <p>Identifies difficulties - problems are often at word level; little or no sense of the need to solve the problem; does not articulate strengths - identifies need to concentrate; says sound it out.</p>	<p style="text-align: center;"><b>2</b></p> <p>Identifies problems at word, sentence, or schema level; can articulate and use a strategy to solve problems - usually at the word or sentence level.</p>	<p style="text-align: center;"><b>3</b></p> <p>Articulates and uses more than one strategy for solving problems, focuses on problems at the schema (more global) level.</p>	<p style="text-align: center;"><b>4</b></p> <p>Identifies problems at all levels; uses a variety of word level and comprehension strategies flexibly and appropriately given the context and the problem.</p>
	Dates:			
<p style="text-align: center;"><b>Visualizes</b></p> <p style="text-align: center;"><b>Uses Sensory</b></p> <p style="text-align: center;"><b>Information</b></p>	<p style="text-align: center;"><b>1</b></p> <p>No response. OR Describes some visual or other sensory images; may be tied directly to text or a description of the picture in the text.</p>	<p style="text-align: center;"><b>2</b></p> <p>Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture and help to understand more than would have without creating the images. May include some emotional images that enhance the meaning.</p>	<p style="text-align: center;"><b>3</b></p> <p>Creates and describes multi-sensory and/or emotional images that extend and enrich the text. Describes ways in which images help to understand more about the text than would have been possible without the images.</p>	<p style="text-align: center;"><b>4</b></p> <p>Elaborates multi-sensory and emotional images to enhance comprehension - can articulate how the process enhances comprehension</p>
	Dates:			



## General Reading Rubric

	<b>Strategic Reader</b>	<b>Engaging Reader</b>	<b>Developing Reader</b>	<b>Emerging Reader</b>
<b>Word Recognition</b>	<ul style="list-style-type: none"> <li>Decodes unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes with accuracy 80% or more of grade-level words, per QRI or San Diego.</li> </ul>	<ul style="list-style-type: none"> <li>Automatically recognizes high-frequency words, per Frye list.</li> <li>Recognizes known words within context.</li> </ul>	<ul style="list-style-type: none"> <li>Knows basic/common words, per Dolch list..</li> <li>Learns new words in isolation.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Analyzes words for subtle differences in meaning.</li> <li>Applies conceptual meaning to new and known words.</li> <li>Explores alternative word choices and demonstrates sophisticated command of vocabulary.</li> <li>Uses morphemic elements to determine meanings of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Uses known words in context to determine meanings of unknown words.</li> <li>Moves new words from receptive to productive vocabulary.</li> <li>Infers word nuances and critiques word choice.</li> <li>Begins to use morphemic elements to determine meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to make meaning of unknown words from context.</li> <li>Understands multiple meanings but doesn't always select the correct meaning for the context.</li> <li>Understands simple prefixes and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>Needs assistance to recognize multiple meanings.</li> <li>Understands that many words can convey almost the same idea and identifies those words authors use to convey meaning.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>Reads in meaningful phrase groups with sophisticated text.</li> <li>Discriminates among genre, including organizational patterns and story elements.</li> <li>Automatically overviews text features to aid in comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Reads in meaningful phrase groups.</li> <li>Identifies characteristics of various genre, including organizational patterns and story elements.</li> <li>Uses text features to aid in comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Reads in phrases and short groupings.</li> <li>Needs assistance to identify organizational patterns or story elements.</li> <li>With assistance or when reminded, uses text features to aid in comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Reads word-by-word.</li> <li>Is aware of organizational patterns and story elements.</li> <li>Is aware of text features but does not use them to aid in comprehension.</li> </ul>
<b>Making Meaning</b>	<ul style="list-style-type: none"> <li>Independently uses prior knowledge to establish meaning and make insightful predictions.</li> <li>Controls own metacognitive process and embeds strategies: re-reading, revising predictions, making personal connections, using logographic cues, summarizing, inferencing, and questioning.</li> <li>Articulates author's purpose and bias.</li> <li>Expands on author's ideas and analyzes author's style.</li> <li>Debates interpretations of theme.</li> </ul>	<ul style="list-style-type: none"> <li>Activates prior knowledge to establish meaning and to make predictions.</li> <li>Controls own metacognitive process and applies some appropriate strategies.</li> <li>Can see author's intent and bias when it is explained.</li> <li>Explains theme.</li> </ul>	<ul style="list-style-type: none"> <li>Activates prior knowledge when prompted.</li> <li>Applies basic reading strategies but doesn't demonstrate control over own metacognitive process.</li> <li>Retells without discriminating main idea/points from unimportant details.</li> <li>Recognizes theme.</li> </ul>	<ul style="list-style-type: none"> <li>Needs to build background knowledge before reading.</li> <li>Makes and checks predictions when prompted.</li> <li>Understands that proficient readers use strategies, but doesn't demonstrate control over own metacognitive process.</li> <li>Retells points of interest.</li> </ul>
<b>Extending Meaning</b>	<ul style="list-style-type: none"> <li>Supports analytical interpretations with cited evidence, quotes, and other sources.</li> <li>Draws conclusions to apply concepts and to challenge author's ideas.</li> <li>Integrates various perspectives and uses comparative analysis to make connections.</li> </ul>	<ul style="list-style-type: none"> <li>Supports opinions and interpretations with evidence and specific quotes.</li> <li>Constructs understanding through connections to other text, life, and the world.</li> <li>Examines alternate points of view.</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions and interpretations with general text references.</li> <li>Connects literal meanings to other text and to personal experiences.</li> <li>Understands various perspectives and the concept of bias.</li> </ul>	<ul style="list-style-type: none"> <li>Offers literal interpretations.</li> <li>Needs guidance to extend meaning beyond the text – to other text or to life.</li> <li>Limited understanding of various perspectives and bias.</li> </ul>

Resources: Beers, K. (2003). *When kids can't read.*; Billmeyer, R. (2001). *Capturing all of the reader through the reading assessment system.*; National Adult Literacy Database - <http://www.nald.ca/clr/btg/ed/evaluation/reading.htm>.



## Fluency

- Fluency Frequently Asked Questions
- Student Fluency Record
- Primary Automatic Word Lists (PAWS)
- Fluency Passages



## Fluency Frequently Asked Questions

### 1. Do I need to wait until the end of the quarter to administer a fluency assessment?

The answer is, "it depends."

- Because the PAWS and Letter Production assessments are all assessments *for* learning, they can be administered throughout the quarter.
- Because the *Six-Minute Solution* reserved passage is an assessment *of* learning, it should be administered one time close to the end of the nine weeks.
  - **Remember...Students who have met the end-of-the-year fluency benchmarks do *not* need to be assessed again for division-benchmarking purposes.**

### 2. If my student has already met the end-of-the-year ACPS Fluency Benchmark, do I need to continue to reassess fluency?

You do not need to assess again for benchmarking purposes...only for fluency instruction.

### 3. Where did the PAWS word list come from? Why these words and not Dolch, ECAP and/or PALS?

The list of Primary Automatic Words (PAWS) contains the most frequently encountered sight words in reading texts. They were selected from *The American Heritage Word Frequency Book* (Carroll, Davies, & Richman). Our goal is for children to be able to identify these words **automatically** before 3<sup>rd</sup> grade. Automatic word recognition indicates a broader range of sight vocabulary, which will strengthen fluency.

### 4. Do we need to continue the PAWS assessment for students in grades 2-5 if they have not yet met the benchmark?

Because this information will travel with the student during elementary school, students in grades 2-5 who have not mastered the PAWS lists should continue working for mastery as part of an intervention plan.

# Student Fluency Record for \_\_\_\_\_

**\*Once a student has met their current grade level benchmark, you are not required to continue testing.**

Grade	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>K</b> <b>Teacher:</b> _____			PAWS ____/50	PAWS ____/50
<b>1<sup>st</sup></b> <b>60 CWPM*</b> <b>Teacher:</b> _____	PAWS ____/150	PAWS ____/150	PAWS ____/150	Passage Fluency _____CWPM PAWS ____/150
<b>2<sup>nd</sup></b> <b>80 CWPM*</b> <b>Teacher:</b> _____	Passage Fluency _____CWPM PAWS ____/150 (As needed)	Passage Fluency _____CWPM PAWS ____/150 (As needed)	Passage Fluency _____CWPM PAWS ____/150 (As needed)	Passage Fluency _____CWPM PAWS ____/150 (As needed)
<b>3<sup>rd</sup></b> <b>100 CWPM*</b> <b>Teacher:</b> _____	Passage Fluency _____CWPM	Passage Fluency _____CWPM	Passage Fluency _____CWPM	Passage Fluency _____CWPM
<b>4<sup>th</sup></b> <b>120 CWPM*</b> <b>Teacher:</b> _____	Passage Fluency _____CWPM	Passage Fluency _____CWPM	Passage Fluency _____CWPM	Passage Fluency _____CWPM
<b>5<sup>th</sup></b> <b>140 CWPM*</b> <b>Teacher:</b> _____	Passage Fluency _____CWPM	Passage Fluency _____CWPM	Passage Fluency _____CWPM	Passage Fluency _____CWPM

**\* End-of-Year Fluency Benchmark**

## **Primary Automatic Word Lists Teacher Instructions**

**\*Once a student has met their current grade level benchmark, you are not required to continue testing.**

### **Materials:**

- Student copy of the word lists
- Student record sheet

### **Directions for Administration:**

1. Place the Student Copy in front of the student.
2. Assess using the lists indicated for the benchmark period.
3. Use a separate color ink to record information for each quarter. Write the date on each student's record sheet in the color used on that date. Use this form as a means of record keeping for all data captured.

### **Directions for Scoring:**

7. Non-immediate self-corrections are also counted as errors.
8. Stop the assessment after five consecutive errors.
9. Count the total number of correct words read.
10. When a student has met the end-of-the year benchmark for that grade level, the assessment does not need to be given again in that year.

# Primary Automatic Words by Tens (Student Record)

Student \_\_\_\_\_ Date \_\_\_\_\_

## Instructions – Primary Automatic Word List:

- Write the date on the teacher form in the color used on that date.
- Place a check in front of the words that a student knows within 3 seconds.
- Non-immediate self-corrections are also counted as errors.
- Count the total number of correct words read.

List 1		List 2		List 3		List 4	
the		for		this		which	
of		it		had		one	
and		with		not		you	
to		as		are		were	
a		his		but		her	
in		on		from		all	
that		be		or		she	
is		at		have		there	
was		by		an		would	
he		I		they		their	
Date	# correct	Date	# correct	Date	# correct	Date	# correct

List 5		List 6		List 7		List 8	
we		out		can		then	
him		so		only		do	
been		said		other		first	
has		what		new		any	
when		up		some		my	
who		its		time		now	
will		about		could		such	
more		into		these		like	
no		than		two		our	
if		them		may		over	
Date	# correct	Date	# correct	Date	# correct	Date	# correct

## Primary Automatic Words by Tens (Student Record)

List 9		List 10		List 11		List 12	
man		must		should		us	
me		through		because		state	
even		back		each		good	
most		years		just		very	
made		where		those		make	
after		much		people		world	
also		your		Mr.		still	
did		way		how		see	
many		well		too		own	
before		down		little		men	
<u>Date</u>	<u># correct</u>	<u>Date</u>	<u># correct</u>	<u>Date</u>	<u># correct</u>	<u>Date</u>	<u># correct</u>

List 13		List 14		List 15	
work		day		off	
long		same		come	
here		another		since	
get		sleep		go	
both		year		against	
between		while		came	
life		last		right	
being		might		states	
under		great		used	
never		old		take	
<u>Date</u>	<u># correct</u>	<u>Date</u>	<u># correct</u>	<u>Date</u>	<u># correct</u>

## Primary Automatic Word List (Student Copy)

<b>the</b>	<b>for</b>	<b>this</b>
<b>of</b>	<b>it</b>	<b>had</b>
<b>and</b>	<b>with</b>	<b>not</b>
<b>to</b>	<b>as</b>	<b>are</b>
<b>a</b>	<b>his</b>	<b>but</b>
<b>in</b>	<b>on</b>	<b>from</b>
<b>that</b>	<b>be</b>	<b>or</b>
<b>is</b>	<b>at</b>	<b>have</b>
<b>was</b>	<b>by</b>	<b>an</b>
<b>he</b>	<b>I</b>	<b>they</b>
List #1	List #2	List #3



## Primary Automatic Word List

<b>which</b>	<b>we</b>	<b>out</b>
<b>one</b>	<b>him</b>	<b>so</b>
<b>you</b>	<b>been</b>	<b>said</b>
<b>were</b>	<b>has</b>	<b>what</b>
<b>her</b>	<b>when</b>	<b>up</b>
<b>all</b>	<b>who</b>	<b>its</b>
<b>she</b>	<b>will</b>	<b>about</b>
<b>there</b>	<b>more</b>	<b>into</b>
<b>would</b>	<b>no</b>	<b>than</b>
<b>their</b>	<b>if</b>	<b>them</b>
List #4	List #5	List #6

## Primary Automatic Word List (Student Copy)

<b>can</b>	<b>then</b>	<b>man</b>
<b>only</b>	<b>do</b>	<b>me</b>
<b>other</b>	<b>first</b>	<b>even</b>
<b>new</b>	<b>any</b>	<b>most</b>
<b>some</b>	<b>my</b>	<b>made</b>
<b>time</b>	<b>now</b>	<b>after</b>
<b>could</b>	<b>such</b>	<b>also</b>
<b>these</b>	<b>like</b>	<b>did</b>
<b>two</b>	<b>our</b>	<b>many</b>
<b>may</b>	<b>over</b>	<b>before</b>
List #7	List #8	List #9

## Primary Automatic Word List (Student Copy)

<b>must</b>	<b>should</b>	<b>us</b>
<b>through</b>	<b>because</b>	<b>state</b>
<b>back</b>	<b>each</b>	<b>good</b>
<b>years</b>	<b>just</b>	<b>very</b>
<b>where</b>	<b>those</b>	<b>make</b>
<b>much</b>	<b>people</b>	<b>world</b>
<b>your</b>	<b>Mr.</b>	<b>still</b>
<b>way</b>	<b>how</b>	<b>see</b>
<b>well</b>	<b>too</b>	<b>own</b>
<b>down</b>	<b>little</b>	<b>men</b>
List #10	List #11	List #12

## Primary Automatic Word List (Student Copy)

<b>work</b>	<b>day</b>	<b>off</b>
<b>long</b>	<b>same</b>	<b>come</b>
<b>here</b>	<b>another</b>	<b>since</b>
<b>get</b>	<b>sleep</b>	<b>go</b>
<b>both</b>	<b>year</b>	<b>against</b>
<b>between</b>	<b>while</b>	<b>came</b>
<b>life</b>	<b>last</b>	<b>right</b>
<b>being</b>	<b>might</b>	<b>states</b>
<b>under</b>	<b>great</b>	<b>used</b>
<b>never</b>	<b>old</b>	<b>take</b>
List #13	List #14	List #15

## Fluency Passages - Teacher Instructions

**\*Once a student has met their current grade level benchmark, you are not required to continue testing.**

### Materials:

- Student copy of the reading passage
- Teacher copy of the reading passage
- Timer – Set for one minute

### Directions for Administration:

1. Use a separate color ink to record information for each quarter. Write the date on each student's Teacher Form in the color used on that date. Use this form as a means of record keeping for all four quarters.
2. Set the timer or stopwatch for one minute.
3. Have student read the passage. Track the words and underline omitted and incorrect words.
4. Draw a diagonal line after the last word read when the timer sounds.
5. Count the total number of words read.
6. Self corrections do not count as errors.

### Directions for Scoring:

1. Calculate Correct Words Per Minute (Total Words – minus errors = CWPM)
  - o **Hint:** Since all children will be reading the same passage, make sure that the reader is out of earshot from the rest of the class.

## Dogs: Barking Buddies

Dogs are good pets. But they are a lot of work. Be sure that you are ready to take good care of a dog. There are more than 400 kinds of dogs. Some are very small. Others are very big. Pick the kind of dog that is right for you and your family.

Dogs need food and water in a clean dish every day. They need shelter from bad weather. Dogs must have exercise. They like to go for walks. Their hair must be brushed often. They need to go to the vet for check-ups and shots.

Dogs must learn how to behave. You will have to spend time training your dog. Dogs need love. They like to be around people. You must spend time playing with your dog every day.

Taking care of a dog can be hard work. But a dog will be your best friend for many years to come.

12
23
33
44
53
63
72
82
93
98
108
116
125
132
144
154

Student Name: \_\_\_\_\_

Date data captured_____	Date data captured_____	Date data captured_____	Date data captured_____
Total Words Read_____	Total Words Read_____	Total Words Read_____	Total Words Read_____
- Errors_____	- Errors_____	- Errors_____	- Errors_____
= CWPM_____	= CWPM_____	= CWPM_____	= CWPM_____

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Taking care of a dog can be hard work. But a dog will be your best friend for many years to come.

\*The Six-Minute Solution (Primary), Adams and Brown, #112

## How to Be a Good Citizen

What does it take to be a good citizen? One way is to be honest. Honest people tell the truth. They are honest with themselves. They are also honest with other people.

Good citizens care. They care about themselves. They care about each other. Good citizens care about the world.

Good citizens show respect. That means that they are polite. They obey the law. They respect themselves. They respect other people, too.

Good citizens are responsible. They do what they say they will do. They don't make excuses. They don't blame other people.

Good citizens are brave. They are brave enough to do the right thing. They are also brave enough to ask for help when they need it.

We are lucky to have many good citizens in our world.

14
24
32
40
50
58
67
72
81
90
93
101
111
119
130

Student Name: \_\_\_\_\_

Date data captured_____	Date data captured_____	Date data captured_____	Date data captured_____
Total Words Read_____	Total Words Read_____	Total Words Read_____	Total Words Read_____
- Errors_____	- Errors_____	- Errors_____	- Errors_____
= CWPM_____	= CWPM_____	= CWPM_____	= CWPM_____



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We are lucky to have many good citizens in our world.

\*The Six-Minute Solution (Primary), Adams and Brown, #210

## The Right to Read

Reading is important. It is a useful skill. People who can read have an easier time in life. They can read traffic signs, menus, and maps. They can pass a test to get a driver's license. They can apply for a job. Reading is also powerful. People who can read can learn about all kinds of things.

However, not everyone can read. Some experts study reading. They say that one out of every six people in the world can't read. There are many reasons for this problem. Some countries do not let girls go to school. In those countries, many women cannot read. Other people live in very poor countries. No one can afford to learn to read in these countries. They are busy trying to find food to eat. Many countries are at war. Their people are fighting to stay alive. They do not have time to learn to read.

In the U.S., there are many people who do not speak English. They came from other countries. It is hard to come to a new country. It takes time to learn the language well enough to read it. Other people have learning problems. It is harder for them to learn to read.

The good news is that everyone can learn how to read. There are special programs to teach people to read. One of the best ways to become better at reading is to read every day. Countries want to show their citizens how important it is to learn to read. Every September 8, we celebrate International Literacy Day.

Literacy is a word that means being able to read, write, and speak.

15
31
46
57
69
85
99
112
128
143
151
166
183
196
203
217
232
246
260
273

Student Name: \_\_\_\_\_

Date data captured_____	Date data captured_____	Date data captured_____	Date data captured_____
Total Words Read_____	Total Words Read_____	Total Words Read_____	Total Words Read_____
- Errors_____	- Errors_____	- Errors_____	- Errors_____
= CWPM_____	= CWPM_____	= CWPM_____	= CWPM_____

The Six-Minute Solution, Adams and Brown, #310

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\*The Six-Minute Solution, Adams and Brown, #310

## Baboons: The Biggest Monkeys

Baboons are the biggest monkeys. They are sometimes called dog-faced monkeys. This is because they have heads that resemble a dog's muzzle. Baboons can be brown, black, or silver in color. They have long arms and feet. Baboons are intelligent animals that are adaptable to their environment. They are found primarily in Africa. Baboons can live to be 25 to 30 years old.

Baboons live in groups called troops. These troops are well-organized. Each member has its place. Dominant males usually rule the troop. They have two main jobs. The first job is to keep order within the troop. Baboons do not always get along with each other and often fight among themselves. The other job is to protect the troop from enemies. Jungle cats, like leopards, are the baboon's greatest enemy. The male baboons act as guards. They guard while the rest of the troop looks for food. Baboons are often on the move, looking for food. They live mostly on the ground. However, baboons are able to climb trees for safety. The baby baboons travel by holding onto their mother's fur. As they get older, the baby baboons ride on their mothers' backs.

Baboons eat insects, fruits, seed, reptiles, and rodents. Their favorite food is the scorpion. Baboons have large pouches in their cheeks. These pouches can hold almost as much food as their stomachs. They look under rocks and bushes for food. Baboons also hunt along with herds of other animals.

Baboons are social animals. One of their favorite activities is grooming. Baboons engage in mutual grooming as a way of forming social bonds. The grooming also helps to keep the baboons clean.

11
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52
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76
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107
122
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166
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278

Student Name: \_\_\_\_\_

Date data captured_____	Date data captured_____	Date data captured_____	Date data captured_____
Total Words Read_____	Total Words Read_____	Total Words Read_____	Total Words Read_____
- Errors_____	- Errors_____	- Errors_____	- Errors_____
= CWPM_____	= CWPM_____	= CWPM_____	= CWPM_____

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\*The Six-Minute Solution, Adams and Brown, #413

## Bones: Living Tissue

Some people do not realize that bones are alive. Bones are made of living tissue. Calcium, phosphorous, and bone cells make up our bones. Infants have about three hundred and fifty bones in their bodies. However, an adult body contains only two hundred and six bones. That means that an infant has over a hundred and forty more bones in its body than an adult. The reason for this difference is bone fusion. As infants begin to grow and develop, some of their bones fuse or grow together.

Every bone is covered with an outer layer. This layer consists of compact bone and is very hard. Inside the outer layer of bone is a softer bone. The inside layer is strong and spongy. Bone marrow is contained within the bone. The bone marrow makes blood for the body. The largest bone in the human body is the thighbone. Its length is related to the size of the person. Its length is about one fourth of a person's height. The smallest bones in the body are in the ear. There are three tiny ear bones that are only three millimeters long.

Bones are very important. The hard bones of the body make up a person's skeleton. The skeleton supports all the other systems in the body. Without bones, bodies would not have shapes. A jellyfish is an example of a body without shape. Bones also protect the soft organs of the body. They do this by forming a protective cage around organs such as the heart, lungs, and brain. Damage to soft organs can cause serious problems. Bones also work with muscles to allow bodies to move. It is important to keep bones strong and healthy. One way to do this is to eat a sufficient amount of green vegetables and dairy products. Another way is to do plenty of weight-bearing exercises. Taking care of bones is important to overall health.

14
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321

Student Name: \_\_\_\_\_

Date data captured_____	Date data captured_____	Date data captured_____	Date data captured_____
Total Words Read_____	Total Words Read_____	Total Words Read_____	Total Words Read_____
- Errors_____	- Errors_____	- Errors_____	- Errors_____
= CWPM_____	= CWPM_____	= CWPM_____	= CWPM_____

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\*The Six-Minute Solution, Adams and Brown, #502



## Writing

- Letter Production
- Student Reflection and Writing Goal
- Writing Samples and Assessment Tools
- Fifth Grade SOL Writing Prompt (2009)



# Letter Production

## Teacher Instructions

### Materials

- Student copy of the probe for each student
- Teacher copy of the probe

### Directions for Administration:

1. Place the student copy in front of the student and have the teacher copy on a clipboard positioned so that the student cannot see.
2. Draw a model box on the board. Say the letter, “m”, and demonstrate for the students how to write a single letter in the box (example 

m
---

).
3. Teacher will now call out a letter name and students will write each letter in a separate box. Continue until all 26 letters have been called out.

### Directions for Scoring:

1. Students receive 1 point for each letter produced correctly. **Letter may be uppercase or lower case.**
2. Reversals and inversions are acceptable responses. Ask student what letter s(he) meant to write if there is a questionable response.
3. Record number correct at the bottom of the student probe.

**\*\*\*Once a student has met their current grade level benchmark, you are not required to continue testing.**

## Letter Production -Teacher Probe

<b>A</b>	<b>F</b>	<b>J</b>	<b>N</b>	<b>T</b>	<b>H</b>
<b>L</b>	<b>R</b>	<b>G</b>	<b>X</b>	<b>P</b>	<b>V</b>
<b>C</b>	<b>Q</b>	<b>Y</b>	<b>M</b>	<b>S</b>	<b>Z</b>
<b>D</b>	<b>W</b>	<b>I</b>	<b>U</b>	<b>K</b>	<b>E</b>
<b>B</b>	<b>O</b>				

# Letter Production Student Probe

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_


	Fall	Winter	Spring
Number Correct			

## **Student Reflection and Writing Goal**

Name \_\_\_\_\_ Date \_\_\_\_\_

In writing I have been working on \_\_\_\_\_

\_\_\_\_\_

When I look at my finished piece I notice \_\_\_\_\_

\_\_\_\_\_

As a writer I think that I have gotten better at \_\_\_\_\_

\_\_\_\_\_

But I want improve \_\_\_\_\_

-----

My goal for my writing is to \_\_\_\_\_

\_\_\_\_\_

How will I achieve my goal? (Action Steps)

1.

2.

3.

## Scored Sample: 3rd Grade Individual Writing Assessment Tool

Student: Susie Sample

Date: Oct. 2010

Benchmark Score: 3

Descriptors of Successful Writing	6+1 Trait	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	I	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	I	4	3	2	1
Details are used to tell more.	I	4	3	2	1
Writing shows individual expression and creativity.	V	4	3	2	1
One idea flows logically into the next.	O	4	3	2	1
Sentences are fluent when read aloud.	S	4	3	2	1
There is varied and descriptive vocabulary.	W	4	3	2	1
Writing reflects taught spelling as well as usage and mechanics highlighted below.	C	4	3	2	1

I=Ideas

O=Organization

V=Voice

W=Word Choice

S= Sentence Fluency

C=Conventions

**What do I need to focus on with this student between now and the next assessment?**

Need to continue working with Susie on expressing her own "voice" in her writing with a focus on using choice vocabulary.

**What level of support did the child receive on this piece?**

Outside of a few peer conferences, Susie was able to write this piece independently.

**Notes:** Susie's confidence and attitude towards writing has improved greatly.

Scoring Table		SOL Usage and Mechanics
Total Score	Benchmark Score	<b>Instructions:</b> Highlight area of focus for this piece.  3.11 a) Use complete and varied sentences. b) Use the word <i>I</i> in compound subjects. c) Use past and present verb tense. d) Use singular possessives. e) Use commas in a simple series. f) Use simple abbreviations. g) Use apostrophes in contractions with pronouns. h) Use correct spelling for high-frequency sight words, including irregular plurals.
8-12	1	
12-19	2	
20-28	3	
28-32	4	
<b>Grade Level Benchmark</b> Fall 2-3 Winter 2-3 Spring 3-4		

## Writing Sample & Assessment Tool –Kindergarten

### Division-Wide Writing Samples

<b>Fall</b>	N/A
<b>Winter</b>	<i>Being a Writer</i> Unit 2, Week 9 Writing about an animal
<b>Spring</b>	<i>Being a Writer</i> Unit 4, Week 2 Nonfiction – Writing about your partner

#### Directions for Administration:

- Teachers will collect and score a writing sample for each student from the indicated *Being a Writer* units. (You may want to copy the writing and return the original to the student or class library.)
- Copy the Individual Writing Assessment Tool (rubric) for each student.

**Note:** Writing samples, by the very nature of the writing process, have been revised and edited from feedback of peers or teachers. This is an authentic process of writing, and therefore an authentic assessment. It is assumed that the scored pieces will have been given feedback following the tenets of the *Being a Writer* framework. **The expectation is that the piece being scored will have received teacher/peer feedback and the author will have had an opportunity to revise and edit, but the work has not been “corrected” by the teacher.**

#### Directions for Scoring:

- Read the piece carefully and determine whether *almost all* of the writing, *much of* the writing, *some of* the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor. Calculate the total score and look at the scoring table for the corresponding benchmark score. (See scoring sample on pg. 53.)
- Answer the questions at the bottom of the Assessment Tool. Use this information to drive instruction and guide PLC conversations.

## Kindergarten Individual Writing Assessment Tool

Student \_\_\_\_\_ Date \_\_\_\_\_ **Benchmark Score** \_\_\_\_\_

<b>Descriptors of Successful Writing</b>	<b>Almost all of the writing</b>	<b>Much (&gt;50%) of the writing</b>	<b>Some (&lt;50%) of the writing</b>	<b>Almost none of the writing</b>
It is clear what this piece is about.	4	3	2	1
Writing corresponds to illustration.	4	3	2	1
Spelling communicates effectively whether conventional or approximate.	4	3	2	1
The writing reflects taught skills highlighted below.	4	3	2	1

What do I need to focus on with this student between now and the next assessment?

What level of support did the child receive on this piece?

Notes:

Scoring Table		SOL Usage and Mechanics
Total Score	Benchmark Score	<b>Instructions:</b> Highlight area of focus for this piece.  K.9    Print uppercase and lowercase letters independently.  K.10 Print his/her first and last names.  K.11 a) Draw pictures and use letters and phonetically spelled words to write about experiences. b) Write left to right and top to bottom.  1.11    b) Space words within sentences
4-5	1	
6-9	2	
10-13	3	
14-16	4	
<b>Grade Level Benchmark</b>		
Winter	2-3	
Spring	3-4	

(Rubrics adapted from *Being a Writer*, 2007)

## Writing Sample & Assessment Tool –First Grade

### Division-Wide Writing Samples

<b>Fall</b>	<i>Being a Writer</i> Unit 1, Week 5 My Friend and I Like to... stories
<b>Winter</b>	<i>Being a Writer</i> Unit 3, Week 1 Writing about a fun time
<b>Spring</b>	<i>Being a Writer</i> Unit 5, Week 2 Nonfiction – Writing about a classmate

#### Directions for Administration:

- Teachers will collect and score a writing sample for each student from the indicated *Being a Writer* units. (You may want to copy the writing and return the original to the student or class library.)
- Copy the Individual Writing Assessment Tool (rubric) for each student.

**Note:** Writing samples, by the very nature of the writing process, have been revised and edited from feedback of peers or teachers. This is an authentic process of writing, and therefore an authentic assessment. It is assumed that the scored pieces will have been given feedback following the tenets of the *Being a Writer* framework. **The expectation is that the piece being scored will have received teacher/peer feedback and the author will have had an opportunity to revise and edit, but the work has not been “corrected” by the teacher.**

#### Directions for Scoring:

- Read the piece carefully and determine whether *almost all* of the writing, *much of* the writing, *some of* the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor. Calculate the total score and look at the scoring table for the corresponding benchmark score. (See attached scoring sample.)
- Answer the questions at the bottom of the Assessment Tool. Use this information to drive instruction and guide PLC conversations.



# 1st Grade Individual Writing Assessment Tool

Student \_\_\_\_\_ Date \_\_\_\_\_ **Benchmark Score** \_\_\_\_\_

<b>Descriptors of Successful Writing</b>	<b>6+1 Trait</b>	<b>Almost all of the writing</b>	<b>Much (&gt;50%) of the writing</b>	<b>Some (&lt;50%) of the writing</b>	<b>Almost none of the writing</b>
It is clear what this piece is about.	I	4	3	2	1
Writing shows evidence of sustained thought and stays on topic.	I	4	3	2	1
Details are used to tell more.	I	4	3	2	1
The writing shows creativity or personal engagement with the topic.	V	4	3	2	1
One idea flows logically into the next.	O,S	4	3	2	1
There is varied and descriptive vocabulary.	W	4	3	2	1
Spelling communicates effectively whether conventional or approximate.	C	4	3	2	1
The writing reflects taught skills highlighted below.	C	4	3	2	1

**I=Ideas      O=Organization      V=Voice      W=Word Choice      S= Sentence Fluency      C=Conventions**

What do I need to focus on with this student between now and the next assessment?

What level of support did the child receive on this piece?

Notes:

<b>Scoring Table</b>		<b>SOL Usage and Mechanics</b>
<b>Total Score</b>	<b>Benchmark Score</b>	<b>Instructions:</b> Highlight area of focus for this piece.  1.11 b) Space words within sentences.  1.12 d) Use complete sentences. e) Begin each sentence with a capital letter and use ending punctuation. f) Use correct spelling for commonly used sight words and phonetically regular words.
8-12	1	
12-19	2	
20-28	3	
28-32	4	

(Rubrics adapted from *Being a Writer*, 2007)

## Writing Sample & Assessment Tool – Second Grade

### Division-Wide Writing Samples

<b>Fall</b>	<i>Being a Writer</i> Unit 1, Week 7 Published Piece – Telling More
<b>Winter</b>	<i>Being a Writer</i> Unit 3, Week 4 Published Piece - Fiction
<b>Spring</b>	<i>Being a Writer</i> Unit 5, Week 3 Published Piece – Friendly Letter

#### Directions for Administration:

- Teachers will collect and score a published writing sample for each student from the indicated *Being a Writer* units. (You may want to copy the writing and return the original to the student or class library.)
- Copy the Individual Writing Assessment Tool (rubric) for each student.

**Note:** Published pieces by the very nature of the writing process have been revised and edited from feedback of peers or teachers. This is an authentic process of writing, and therefore an authentic assessment. It is assumed that the scored pieces will have been given feedback following the tenets of the *Being a Writer* framework. **The expectation is that the piece being scored will have received teacher/peer feedback and the author will have had an opportunity to revise and edit, but the work has not been “corrected” by the teacher.**

#### Directions for Scoring:

- Read the piece carefully and determine whether *almost all* of the writing, *much of* the writing, *some of* the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor. Calculate the total score and look at the scoring table for the corresponding benchmark score. (See attached scoring sample.)
- Answer the questions at the bottom of the Assessment Tool. Use this information to drive instruction and guide PLC conversations.

## 2<sup>nd</sup> Grade Individual Writing Assessment Tool

Student \_\_\_\_\_ Date \_\_\_\_\_ **Benchmark Score** \_\_\_\_\_

<b>Descriptors of Successful Writing</b>	<b>6+1 Trait</b>	<b>Almost all of the writing</b>	<b>Much (&gt;50%) of the writing</b>	<b>Some (&lt;50%) of the writing</b>	<b>Almost none of the writing</b>
It is clear what this piece is about.	I	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	I	4	3	2	1
Details are used to tell more.	I	4	3	2	1
Writing shows individual expression and creativity.	V	4	3	2	1
One idea flows logically into the next.	O	4	3	2	1
Sentences are fluent when read aloud.	S	4	3	2	1
There is varied and descriptive vocabulary.	W	4	3	2	1
Writing reflects taught spelling as well as usage and mechanics highlighted below.	C	4	3	2	1

**I=Ideas      O=Organization      V=Voice      W=Word Choice      S= Sentence Fluency      C=Conventions**

What do I need to focus on with this student between now and the next assessment?

What level of support did the child receive on this piece?

Notes:

Scoring Table		SOL Usage and Mechanics
Total Score	Benchmark Score	<b>Instructions:</b> Highlight area of focus for this piece.  2.12 a) Recognize and use complete sentences. b) Use and punctuate declarative, interrogative, and exclamatory sentences. c) Capitalize all proper nouns and the word <i>I</i> . d) Use singular and plural nouns and pronouns. e) Use apostrophes in contractions including <i>don't</i> , <i>isn't</i> , and <i>can't</i> . f) Use correct spelling for high-frequency sight words, including compound words and regular plurals.
8-12	1	
12-19	2	
20-28	3	
28-32	4	
<b>Grade Level Benchmark</b>		
Fall	2-3	
Winter	2-3	
Spring	3-4	

(Rubrics adapted from *Being a Writer*, 2007)

## Writing Sample & Assessment Tool – Third Grade

### Division-Wide Writing Samples

<b>Fall</b>	<i>Being a Writer</i> Unit Two, Week Three, Published Piece
<b>Winter</b>	Published Piece from <i>Being a Writer</i> Genre Unit (to be decided by PLC team)
<b>Spring</b>	Published Piece from <i>Being a Writer</i> Genre Unit (to be decided by PLC team)

#### Directions for Administration:

- Teachers will collect and score a published writing sample for each student from the indicated *Being a Writer* units. Units 3-6, the Genre units, may be taught in any order. Therefore, PLC teams will need to decide which unit pieces will be the winter and spring assessment sample. (You may want to copy the writing and return the original to the student or class library.)
- Copy the Individual Writing Assessment Tool (rubric) for each student.

**Note:** Published pieces by the very nature of the writing process have been revised and edited from feedback of peers or teachers. This is an authentic process of writing, and therefore an authentic assessment. It is assumed that the scored pieces will have been given feedback following the tenets of the *Being a Writer* framework. **The expectation is that the piece being scored will have received teacher/peer feedback and the author will have had an opportunity to revise and edit, but the work has not been “corrected” by the teacher.**

#### Directions for Scoring:

- Read the piece carefully and determine whether *almost all* of the writing, *much of* the writing, *some of* the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor. Calculate the total score and look at the scoring table for the corresponding benchmark score.
- Answer the questions at the bottom of the Assessment Tool. Use this information to drive instruction and guide PLC conversations.

## 3rd Grade Individual Writing Assessment Tool

Student \_\_\_\_\_ Date \_\_\_\_\_ **Benchmark Score** \_\_\_\_\_

Descriptors of Successful Writing	6+1 Trait	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	I	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	I	4	3	2	1
Details are used to tell more.	I	4	3	2	1
Writing shows individual expression and creativity.	V	4	3	2	1
One idea flows logically into the next.	O	4	3	2	1
Sentences are fluent when read aloud.	S	4	3	2	1
There is varied and descriptive vocabulary.	W	4	3	2	1
Writing reflects taught spelling as well as usage and mechanics highlighted below.	C	4	3	2	1

**I=Ideas      O=Organization      V=Voice      W=Word Choice      S= Sentence Fluency      C=Conventions**

What do I need to focus on with this student between now and the next assessment?

What level of support did the child receive on this piece?

Notes:

Scoring Table		SOL Usage and Mechanics
Total Score	Benchmark Score	<b>Instructions:</b> Highlight area of focus for this piece.  3.11a) Use complete and varied sentences. b) Use the word <i>I</i> in compound subjects. c) Use past and present verb tense. d) Use singular possessives. e) Use commas in a simple series. f) Use simple abbreviations. g) Use apostrophes in contractions with pronouns. h) Use correct spelling for high-frequency sight words, including irregular plurals.
8-12	1	
12-19	2	
20-28	3	
28-32	4	
<b>Grade Level Benchmark</b>		
Fall	2-3	
Winter	2-3	
Spring	3-4	

(Rubrics adapted from *Being a Writer*, 2007)

## Writing Sample & Assessment Tool – Fourth Grade

### Division-Wide Writing Samples

<b>Fall</b>	<i>Being a Writer</i> Unit Two, Week Three, Published Piece
<b>Winter</b>	Published Piece from <i>Being a Writer</i> Genre Unit (to be decided by PLC team)
<b>Spring</b>	Published Piece from <i>Being a Writer</i> Genre Unit (to be decided by PLC team)

#### Directions for Administration:

- Teachers will collect and score a published writing sample for each student from the indicated *Being a Writer* units. Units 3-6, the Genre units, may be taught in any order. Therefore, PLC teams will need to decide which unit pieces will be the winter and spring assessment sample. (You may want to copy the writing and return the original to the student or class library.)
- Copy the Individual Writing Assessment Tool (rubric) for each student.

**Note:** Published pieces by the very nature of the writing process have been revised and edited from feedback of peers or teachers. This is an authentic process of writing, and therefore an authentic assessment. It is assumed that the scored pieces will have been given feedback following the tenets of the *Being a Writer* framework. **The expectation is that the piece being scored will have received teacher/peer feedback and the author will have had an opportunity to revise and edit, but the work has not been “corrected” by the teacher.**

#### Directions for Scoring:

- Read the piece carefully and determine whether *almost all* of the writing, *much of* the writing, *some of* the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor. Calculate the total score and look at the scoring table for the corresponding benchmark score
- Answer the questions at the bottom of the Assessment Tool. Use this information to drive instruction and guide PLC conversations.

## 4<sup>th</sup> Grade Individual Writing Assessment Tool

Student \_\_\_\_\_ Date \_\_\_\_\_ Benchmark Score \_\_\_\_\_

Descriptors of Successful Writing	6+1 Trait	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It's clear what this piece is about	I	4	3	2	1
Writing fully communicates ideas and shows sustained thought	I	4	3	2	1
Details are used to tell more	I	4	3	2	1
Writing shows individual expression and creativity	V	4	3	2	1
One idea flows logically into the next	O	4	3	2	1
Sentences are fluent when read aloud	S	4	3	2	1
There is varied and descriptive vocabulary	W	4	3	2	1
Writing reflects taught spelling as well as usage and mechanics highlighted below	C	4	3	2	1

I=Ideas      O=Organization      V=Voice      W=Word Choice      S= Sentence Fluency      C=Conventions

What do I need to focus on with this student between now and the next assessment?

What level of support did the child receive on this piece?

Notes:

Scoring Table		SOL Usage and Mechanics
Total Score	Benchmark Score	<b>Instructions:</b> Highlight area of focus for this piece.  4.8 a Use subject-verb agreement. b Include prepositional phrases. c Eliminate double negatives. d Use noun-pronoun agreement e Use commas in series, dates, and addresses. f Incorporate adjectives and adverbs. g Use the articles <i>a</i> , <i>an</i> , and <i>the</i> correctly.
8-12	1	
12-19	2	
20-28	3	
28-32	4	
<b>Grade Level Benchmark</b>		
Fall	2-3	
Winter	2-3	
Spring	3-4	

(Rubrics adapted from *Being a Writer*, 2007)

## Writing Sample & Assessment Tool – Fifth Grade

### Division-Wide Writing Samples

Fall	<i>Being a Writer</i> Unit Two, Week Three, Published Piece
Winter	Published Piece from <i>Being a Writer</i> Genre Unit (to be decided by PLC team)
Spring	Published Piece from <i>Being a Writer</i> Genre Unit (to be decided by PLC team)

#### Directions for Administration:

- Teachers will collect and score a published writing sample for each student from the indicated *Being a Writer* units. Units 3-6, the Genre units, may be taught in any order. Therefore, PLC teams will need to decide which unit pieces will be the winter and spring assessment sample. (You may want to copy the writing and return the original to the student or class library.)
- Copy the Individual Writing Assessment Tool (rubric) for each student.

**Note:** Published pieces by the very nature of the writing process have been revised and edited from feedback of peers or teachers. This is an authentic process of writing, and therefore an authentic assessment. It is assumed that the scored pieces will have been given feedback following the tenets of the *Being a Writer* framework. **The expectation is that the piece being scored will have received teacher/peer feedback and the author will have had an opportunity to revise and edit, but the work has not been “corrected” by the teacher.**

#### Directions for Scoring:

- Read the piece carefully and determine whether *almost all* of the writing, *much of* the writing, *some of* the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor. Calculate the total score and look at the scoring table for the corresponding benchmark score.
- Answer the questions at the bottom of the Assessment Tool. Use this information to drive instruction and guide PLC conversations.



## 5<sup>th</sup> Grade Individual Writing Assessment Tool

Student \_\_\_\_\_ Date \_\_\_\_\_ **Benchmark Score** \_\_\_\_\_

Descriptors of Successful Writing	6+1 Trait	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It's clear what this piece is about.	I	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	I	4	3	2	1
Details are used to tell more.	I	4	3	2	1
Writing shows individual expression and creativity.	V	4	3	2	1
One idea flows logically into the next.	O	4	3	2	1
Sentences are fluent when read aloud	S	4	3	2	1
There is varied and descriptive vocabulary.	W	4	3	2	1
Writing reflects taught spelling as well as usage and mechanics highlighted below.	C	4	3	2	1

**I=Ideas**

**O=Organization**

**V=Voice**

**W=Word Choice**

**S= Sentence Fluency**

**C=Conventions**

What do I need to focus on with this student between now and the next assessment?

What level of support did the child receive on this piece?

Notes:

Scoring Table		SOL Usage and Mechanics
Total Score	Benchmark Score	<b>Instructions:</b> Highlight areas of focus for this piece.  5.9 a. Use plural possessives. b. Use adjectives and adverb comparisons. c. Identify and use interjections. d. Use apostrophes in contractions and possessives. e. Use quotation marks with dialogue. f. Use commas to indicate interrupters and in the salutation and closing of a letter. g. Use a hyphen to divide words at the end of a line. h. Edit for clausal fragments, run-on sentences, and excessive coordination
8-12	1	
12-19	2	
20-28	3	
28-32	4	
<b>Grade Level Benchmark</b>		
Fall	2-3	
Winter	2-3	
Spring	3-4	

## ***GRADE 5 WRITING***

### **PROMPT No. 5264**

**Think of a time when you were proud of yourself. What happened? Why was it such an important moment for you?**

### **CHECKLIST FOR WRITERS**

- \_\_\_\_\_ I planned my paper before writing it.
- \_\_\_\_\_ I revised my paper to be sure that
  - \_\_\_\_\_ the central idea of my paper is clear;
  - \_\_\_\_\_ the central idea of my paper is elaborated;
  - \_\_\_\_\_ everything in my paper talks about my central idea;
  - \_\_\_\_\_ my paper is logically organized so readers will understand my message;
  - \_\_\_\_\_ my words and information make my paper interesting to readers; and
  - \_\_\_\_\_ my sentences make sense, sound like me, and read smoothly.
- \_\_\_\_\_ I edited my paper to be sure that
  - \_\_\_\_\_ I used good grammar;
  - \_\_\_\_\_ I used capital letters and punctuation marks correctly;
  - \_\_\_\_\_ I made my spelling correct; and
  - \_\_\_\_\_ I let my readers know where I started new paragraphs.
- \_\_\_\_\_ I checked my paper to make sure that it is the way that I want readers to read it.

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## **Appendices**

- Overview of Literacy Assessments
- Frequently Asked Questions for Collecting a Profile of Information
- Individual Student Profile, 2010-2011
- Reading Stage Descriptions

## OVERVIEW OF LITERACY ASSESSMENTS

Assessment Name	Phonological Awareness Literacy Screening (PALS) (Provided by the state of Virginia through the EIRI Grant.)		
What is it?	A statewide screening tool that measures a student’s knowledge of literacy fundamentals in PreK – 3. It can also provide diagnostic and progress monitoring information.		
What do the results tell us about the student?	PALS-PreK: <ul style="list-style-type: none"><li>Name Writing</li><li>Alphabet Knowledge</li><li>Beginning Sound Awareness</li><li>Print and Word Awareness</li><li>Rhyme Awareness</li><li>Nursery Rhyme Awareness</li></ul>	PALS-K <ul style="list-style-type: none"><li>Rhyme Awareness</li><li>Beginning Sound Awareness</li><li>Alphabet Knowledge</li><li>Letter Sounds</li><li>Spelling</li><li>Concept of word</li><li>Word Recognition in Isolation</li></ul>	PALS 1-3 <ul style="list-style-type: none"><li>Spelling</li><li>Word Recognition in Isolation</li><li>Oral Reading in Context</li><li>Fluency</li><li>Comprehension</li></ul>
			PALS 1-3 (diagnostic) <ul style="list-style-type: none"><li>Alphabetic</li><li>Concept of Word</li><li>Phonemic Awareness</li></ul>
Why is it given?	<ul style="list-style-type: none"><li>To provide diagnostic information and to inform instruction by providing explicit information about a student’s knowledge of literacy fundamentals</li><li>To identify students in need of additional reading instruction beyond that provided to typically developing readers</li><li><b>To serve as a common division wide assessment</b></li></ul>		
Who are the stakeholders?	<ul style="list-style-type: none"><li>Students</li><li>Teachers</li><li>Principals</li><li>ACPS (Central Office Staff and School Board Members)</li><li>State of Virginia</li></ul>		
When should it be given?	<u>Fall</u> PreK and Kindergarten: all students  1 <sup>st</sup> -3 <sup>rd</sup> : <ul style="list-style-type: none"><li>students new to Virginia public schools</li><li>students who did not meet the spring 2008 benchmark <i>and</i> received summer intervention</li></ul>	<u>Mid-Year</u>  Required for all students receiving any literacy intervention <i>and</i> PreK-2 students who did not meet the PALS fall benchmark.	<u>Spring</u>  PreK-1 <sup>st</sup> : all students  2 <sup>nd</sup> : all students except those who met the High Benchmark Designation in the spring of 1 <sup>st</sup> grade or the fall of 2 <sup>nd</sup> grade  3 <sup>rd</sup> : optional screening of 3 <sup>rd</sup> grade students; not required due to Virginia SOLs

<b>Assessment Name</b>	<b>Virginia Standards of Learning (SOL) Assessments</b>	
<b>What is it?</b>	A statewide criterion-referenced assessment based on Virginia's Standards of Learning; given to students in grades 3-5 in the area of Reading and grade 5 in Writing.	
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>• level of performance based on Virginia's criteria for demonstrating proficiency in meeting state standards</li> <li>• used to determine a school's accreditation (from the state) and Adequate Yearly Progress (from the National Department of Education)</li> <li>• provides the school, state, and national data that serves as an indicator for meeting the needs of all students, in all subgroup populations</li> </ul>	
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>• To serve as an accountability tool used to determine that the minimal level of learning has occurred according to the commonwealth's outlined expectations as defined by the state SOL documents.</li> <li>• <b>To serve as a common division wide assessment</b></li> </ul>	
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>• Students/Parents</li> <li>• Teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• ACPS</li> <li>• State of Virginia</li> </ul>
<b>When should it be given?</b>	Spring of each year in grades 3, 4, & 5	

<b>Assessment Name</b>	<b>Midyear Reading Assessment</b>	
<b>What is it?</b>	A released SOL assessment given to students in grades 3-5 as an SOL-predictor.	
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>• Level of proficiency on grade level standards in relation to information taught by midyear.</li> <li>• Provides information on how the student performs on a test in a standardized setting.</li> </ul>	
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>• To serve as an indicator of whether students have learned what's been taught and/or their grasp of material that has not yet been covered.</li> <li>• Determine next steps in teaching built around common content.</li> <li>• <b>To serve as a common division wide assessment</b></li> </ul>	
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers/Principals</li> <li>• ACPS</li> </ul>	
<b>When should it be given?</b>	Midyear Assessments are given between December and January in order to gain information that will assist in preparing students for spring SOL testing.	

<b>Assessment Name</b>	<b>Rigby</b>
<b>What is it?</b>	A reading resource that can be used to administer running records for students in grades K-5 to guide instruction.
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>• instructional reading level</li> <li>• ability to read for meaning</li> <li>• ability to integrate meaning with structural and visual cues</li> <li>• self-monitoring systems</li> <li>• knowledge of print conventions</li> <li>• oral and/or silent reading rate <ul style="list-style-type: none"> <li>◦ Keep in mind that Rigby levels are more similar than different. Often two Rigby levels fall within one basal or guided reading level. (See Leveling Chart)</li> </ul> </li> </ul>
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>• To quickly and easily assess a student's reading behaviors to help target instruction</li> <li>• To group together children with similar needs for reading instruction</li> <li>• To choose books at an appropriate level for students</li> </ul>
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Principals</li> </ul>
<b>When should it be given?</b>	See guidelines for required times. However, this is an informal running record that can be used throughout the year to guide instruction.

<b>Assessment Name</b>	<b>Running Record</b>
<b>What is it?</b>	A running record is a method for closely observing and assessing a student's oral reading of a complete story or 150-300 words excerpted from a longer text. Running records can be taken spontaneously on the fly without advance preparation, using whatever text the student happens to be reading; or they can be taken using a photocopy of a prepared text.
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>• instructional reading level</li> <li>• ability to read for meaning</li> <li>• ability to integrate meaning with structural and visual cues</li> <li>• self-monitoring systems</li> <li>• knowledge of print conventions</li> <li>• ability to apply comprehension strategies</li> </ul>
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>• To quickly and easily assess a student's reading behaviors to help target instruction</li> <li>• To facilitate student-text matches</li> <li>• To inform grouping for teacher-guided instruction</li> <li>• To document student performance</li> </ul>
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Principals</li> </ul>
<b>When should it be given?</b>	See guidelines for required times. However, running records may be taken weekly or monthly to document growth over time, or periodically (2-4 times a year) as part of an assessment profile to place students in reading groups or to document progress along specific benchmarks.

<b>Assessment Name</b>	<b>Qualitative Reading Inventory (QRI) IV</b>		
<b>What is it?</b>	A comprehensive classroom reading assessment.		
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>reading level for narrative and/or expository text</li> <li>ability to read for meaning</li> <li>ability to integrate meaning with structural and visual cues</li> <li>self-monitoring systems</li> <li>knowledge of print conventions</li> <li>oral and/or silent reading rate</li> </ul>		
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>To provide diagnostic information about a student's ability in regards to word identification, fluency, and comprehension</li> <li>To determine a student's highest instructional reading level</li> <li><b>To serve as a common division wide assessment</b></li> </ul>		
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>ACPS</li> </ul>	
<b>When should it be given?</b>	See guidelines for required times. However, this assessment can be used at <i>any</i> time with <i>any</i> student to gain diagnostic information.		
<b>What are the reserved passages?</b>	<ul style="list-style-type: none"> <li>Pre-Primer: Lost and Found</li> <li>Primer: A Trip</li> <li>Grade 1: Mouse in a House</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2: What Can I Get for My Toy?</li> <li>Grade 3: The Friend</li> <li>Grade 4: Amelia Earhart</li> </ul>	<ul style="list-style-type: none"> <li>Grade 5: Margaret Mead</li> <li>Grade 6: Pele</li> <li>Upper Middle School: Biddy Mason</li> </ul>



<b>Assessment Name</b>	<b>Developmental Spelling Analysis (DSA)</b>	
<b>What is it?</b>	A classroom diagnostic measure based on developmental spelling theory.	
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>stage of development (Letter Name, Within Word, Syllable Juncture, Derivational Consistency/Relations)</li> <li>grasp of specific features within the stage</li> <li>ability to apply several features in an entire word</li> </ul>	
	<b>Stage Score</b>	<b>Descriptor</b>
	22-25	The student understands the concepts covered at this stage. The speller is confident and competent at this stage
	12-21	Stage of Word Study development
	Below 12 with scores of 22-25 on the previous stage	Early stage of development
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>To analyze and interpret stages of spelling development</li> <li>To highlight strengths and weaknesses so instruction can be timely, appropriate, and progress monitored over time</li> <li><b>To serve as a common division wide assessment</b></li> </ul>	
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>ACPS</li> </ul>
<b>When should it be given?</b>	fall – winter - spring	

<b>Assessment Name</b>	<b>Primary Automatic Word Lists (PAWS)</b>
<b>What is it?</b>	PAWS is a classroom fluency assessment of high-frequency sight words given from kindergarten until mastery (130/150).
<b>What do the results tell us about the student?</b>	A student's automaticity in recognizing high-frequency sight words
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>• To assess automaticity of sight word identification</li> <li>• <b>To serve as a common division wide assessment</b></li> </ul>
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> </ul>
<b>When should it be given?</b>	fall – winter - spring <b>Note:</b> <i>Once a student has met their current grade level benchmark, you are not required to continue testing.</i>

Assessment Name	<b><i>Six-Minute Solution</i></b>		
What is it?	<i>Six-Minute Solution</i> is a resource used to determine a student's current fluency rate. <b>As a Division, we use this as a common assessment to determine a student's fluency rate on <u>grade level material</u>.</b> In addition, <i>Six-Minute Solution</i> can be used to determine a student's <i>instructional</i> and/or <i>independent</i> fluency rate as part of ongoing instruction in the classroom. <ul style="list-style-type: none"><li><b>Note:</b> the Correct Words per Minute score is a measure of <b>rate</b>, however this is only one component of fluency which is comprised of expression, prosody, and rate.</li><li><b>Note:</b> While it is important to assess grade level fluency each quarter, it is not appropriate to <u>practice</u> fluency at a level that is frustrating for the student.</li></ul>		
What do the results tell us about the student?	<ul style="list-style-type: none"><li>grade level fluency rate</li><li>reading rate compared to the fluency benchmark set for each nine weeks</li><li>where to work within a fluency program, such as <i>Six-Minute Solution</i></li></ul>	Grade Levels	Target Range (Correct Words Per Minute)
		1	40-60 CWPM
		2	50-95 CWPM
		3	80-115 CWPM
		4-5	120-150 CWPM
		6-8	150-180 CWPM
		9-12	180-200 CWPM
Why is it given?	<ul style="list-style-type: none"><li>To determine a student's fluency rate</li><li>To monitor fluency progress over time</li><li><b>To serve as a common division wide assessment (Specifically, to determine a student's fluency rate at their current grade level)</b></li></ul>		
Who are the stakeholders?	<ul style="list-style-type: none"><li>Students</li><li>Teachers</li></ul>	<ul style="list-style-type: none"><li>Principals</li><li>ACPS</li></ul>	
When should it be given?	Reserved passages are given in the fall and repeated as needed until students have met the grade level benchmark.		
What are the reserved passages?	<ul style="list-style-type: none"><li>Grade 1: Dogs: Barking Buddies (4<sup>th</sup> quarter only)</li><li>Grade 2: How to be a Good Citizen</li><li>Grade 3: Right to Read</li></ul>	<ul style="list-style-type: none"><li>Grade 4: Baboons</li><li>Grade 5: Bones</li></ul>	

<b>Assessment Name</b>	<b>Letter Production</b>
<b>What is it?</b>	A tool used to assess a student's ability to write letters of the alphabet.
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>• How well students recall the letters from memory, and can produce them on paper</li> <li>• How they hold a pencil (anecdotal observations can be made)</li> </ul>
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>• To assess a student's ability to write the letters from memory</li> </ul>
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> </ul>
<b>When should it be given?</b>	Fall of Kindergarten, and repeated as needed

<b>Assessment Name</b>	<b>Writing Sample</b>
<b>What is it?</b>	An authentic assessment of student writing from the identified <i>Being a Writer</i> unit.
<b>What do the results tell us about the student?</b>	<ul style="list-style-type: none"> <li>• student growth in writing</li> <li>• ability to apply spelling knowledge in context</li> <li>• use of writing conventions and appropriate grammar</li> <li>• ability to compose narrative or expository text</li> <li>•</li> </ul>
<b>Why is it given?</b>	<ul style="list-style-type: none"> <li>• To highlight strengths and weaknesses so instruction can be timely, appropriate, and progress monitored over time</li> <li>• <b>To serve as a division wide common assessment</b></li> </ul>
<b>Who are the stakeholders?</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Principals</li> <li>• ACPS</li> </ul>
<b>When should it be given?</b>	fall – winter - spring



## Collecting a Profile of Information

### Frequently Asked Questions

- **Do I need to assess in the first few weeks of school?**
  - Use assessment information received from the previous grade level so you can start building community and begin instruction immediately rather than spending time assessing. Make sure your groups are fluid so that if a student's instructional level has changed you can move them!
  - Think about timing assessments so that instruction can continue:
    - Use Literacy Work Stations
    - Assess during Reader's Workshop
    - Stagger assessments, one literacy group at a time
    - See your Language Arts Vertical Team Member for additional ideas and suggestions

### 2. What do I do with assessment data after I've captured it?

- Record your results in Grade Speed
- Create reports in SchoolNet and/or Grade Speed for use at PLC meetings
- Use the data to inform your instruction and to communicate with key stakeholders (students, parents, colleagues, etc.)

### 3. How do I determine if a student is "above, on, or below" grade level?

Please remember that we are collecting a "profile of information" in order to determine grading for the report card. **No single assessment should be used to make an "on, above, or below" grade level determination.** Remember to use the comment section of the report card to address any specific concerns for students who are on grade level, but right on the "bubble."

- See Reading Stage Descriptions Chart (in the Reading section) for the profile of information
- In order to be marked **above** grade level, a student should be:
  - reading at least two years above their current grade on a running record
  - instructed at least two years above their current grade, (i.e., a first grader 2<sup>nd</sup> quarter would be instructed at the third grade 2<sup>nd</sup> quarter level)
  - self-selecting above grade level books
  - reading self-selected books independently with strong comprehension

- In order to be marked **on** grade level, a student should
  - meet the benchmarks (Teachers should carefully consider the entire literacy profile when making this decision.)
  - meet the end-of-the-year benchmark on the grade level QRI or PALS passage if:
    - They are independent in Word Recognition in Context (Accuracy), **and** instructional in Comprehension
- In order to report **below** grade level for report card purposes:
  - You will need to collect data using a variety of assessments in order to discuss the results at a PLC meeting
  - The student must test below the benchmark on more than one assessment in order to be considered below grade level. Be sure to explain the specific area(s) of concern in the comment section, and provide hints for how the parent can help at home.
    - **Word of caution:** Due to the developmental progression and “leaps” that young children can make, use caution when reporting Kindergarten children below grade level to parents early in the year. Use the information gathered from assessments and classroom performance to determine if the child is, or is not, showing progress. It is important to be honest without causing parental alarm.
- ♦ You may choose to use the **Individual Student Profile** on the next page to track student growth (or lack of progression) across the year. This profile of information should be shared with:
  - teammates during PLC time if there are questions or concerns
  - the SBIT team
  - parents during conferences to let parents know where their child is in relation to the benchmarks

# Individual Student Profile 2010-2011

Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

*Use the ACPS Benchmarks for "On Grade Level" Literacy Performance on pages 5-11 to analyze your data.  
When making the decision about whether a student is on, above, or below grade level, consider the entire profile of information.*

	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Reading Inventory</b> (QRI, Rigby, PALS)				
<b>Guided Reading Level</b> (instructional)				
Other Reading Inventory				
Reading Observations				
<b>Comprehension score</b> from above Reading Inventory				
<b>QRI IV — WRI</b>				
Comprehension Observations				
<b>Fluency Rate</b> Grade level passage (wpm or cwpm)				
Other Fluency measure on instructional level (wpm or cwpm)				
Fluency Observations (expression, prosody)				
<b>PAWS</b>				
<b>DSA stage &amp; score</b>				
<b>Word Study</b> In classroom				
<b>Writing Sample</b>				
Writing Observations				
Other Writing measure (Ex. Letter Production)				
<b>Midyear Assessment</b>				
General notes and observations (write on back)				

## Reading Stage Descriptions

*Behaviors in italics are listed on the report card.*

Stage	Reading	Book Characteristics
<b>Emergent (E)</b>	<ul style="list-style-type: none"> <li>• <i>Memorizing and reciting rhymes, jingles, etc.</i></li> <li>• <i>Learning that a printed word is a set of letters with blank space on either side</i> (Concept of Word – COW)</li> <li>• <i>Using pictures in text to make meaning</i></li> <li>• <i>Memorizing words in a text and “reading” by attempting to point to each word</i></li> <li>• Matching spoken words with the print on the page</li> <li>• Learning letter sounds</li> <li>• Self-correcting with support</li> </ul>	<ul style="list-style-type: none"> <li>• Simple books with few words on each page</li> <li>• Wordless books</li> <li>• Text that labels pictures</li> <li>• ABC books</li> <li>• Concept books</li> <li>• Some complete sentences</li> <li>• High repetition</li> <li>• Large print</li> <li>• Includes high frequency words</li> <li>• Includes rhyme</li> </ul>
<b>Beginner (B)</b>	<ul style="list-style-type: none"> <li>• <i>Reading short books with familiar language</i></li> <li>• <i>Using phonics (sounding out) and context clues to read unknown words</i></li> <li>• <i>Developing recognition of frequently used words that do not “sound out”</i></li> <li>• <i>Reading and re-reading to develop a list of words recognized automatically</i></li> <li>• <i>Reading orally word by word with some expression</i></li> </ul>	<ul style="list-style-type: none"> <li>• Smaller print</li> <li>• Illustrations enhance but provide less support</li> <li>• Story collections (such as <i>Mouse Tales</i>)</li> <li>• Varied sentence structure</li> <li>• May have text in paragraph form</li> </ul>
<b>Advanced Beginner (AB)</b>	<ul style="list-style-type: none"> <li>• <i>Reading books with fewer pictures</i></li> <li>• <i>Expanding strategies for reading unknown words</i></li> <li>• <i>Expanding list of words recognized automatically</i></li> <li>• <i>Reading with increased fluency</i></li> </ul>	<ul style="list-style-type: none"> <li>• Fewer illustrations</li> <li>• Short beginner novels</li> <li>• Text in paragraph form</li> <li>• More dialogue</li> <li>• More words on a page (in order to help students build stamina)</li> </ul>



## Reading Stage Descriptions, continued

*Behaviors in italics are listed on the report card.*

Stage	Reading	Book Characteristics
<b>Transitional (T)</b>	<ul style="list-style-type: none"> <li>• <i>Reading longer books such as series</i> (which allow them to follow familiar characters and story patterns) <i>and other chapter books</i></li> <li>• <i>Further expanding strategies for identifying unknown words by using clues such as sentence structure</i> (continued use of phonics)</li> <li>• <i>Reading with fluency and expression</i> (silent reading becomes faster than oral reading)</li> <li>• <i>Reading silently for sustained periods of time</i> (finger pointing decreases)</li> <li>• Sizable store of sight words</li> <li>• Shifting of attention (decoding to comp)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequential chapters</li> <li>• Longer with more than one setting</li> <li>• More complex stories (plot and character development)</li> <li>• More sophisticated vocabulary</li> <li>• More sophisticated literary elements (flashback, symbolism)</li> <li>• Fewer illustrations</li> <li>• Series books</li> <li>• Reflects life experiences of children in this reading stage</li> </ul>
<b>Intermediate (I)</b>	<ul style="list-style-type: none"> <li>• <i>Reading a wide variety of chapter books and juvenile non-fiction</i> (more challenging vocabulary and concepts)</li> <li>• <i>Reading books with more sophisticated literary styles, such as flashbacks</i></li> <li>• <i>Analyzing literary elements such as plot, setting, etc.</i></li> <li>• Prefers reading silently</li> <li>• Fluent in oral &amp; silent reading (silent approaching 200 wpm)</li> <li>• Negotiating genres (fiction, nonfiction, fantasy, biographies, poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Continually more difficult vocabulary and conceptual level</li> <li>• Includes chapters that are often complete in themselves</li> <li>• Often features characters, situations, and dialogue of interest to upper elementary students</li> </ul>
<b>Proficient (P)</b>  *Due to the nature of this stage it is rare for elementary age students to achieve this level	<ul style="list-style-type: none"> <li>• <i>Reading any text desired</i></li> <li>• <i>Analyzing text in depth</i></li> </ul>	<ul style="list-style-type: none"> <li>• All types of texts and genres</li> </ul>